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ABSTRACT

This annual report presents an annotated bibliography of the research reported from the Department of Education and Psychology, Linkoping University (Sweden) during 1997. The bibliography describes 21 research projects led by Education staff, 44 publications written by Education staff, 13 projects led by Psychology staff, and 64 publications written by Psychology staff. Publications listed include journal articles, book chapters, and conference presentations. Topics covered in the research and publications include ethics, human resources development, adult education, knowledge utilization, organizational change, physiotherapy education, problem-based learning, group processes, hearing impairments, adolescent identity development, reading problems, classroom management, and effects of psychotherapy. A brief history of the university and a contributor index are also included. (DLS)

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Department of Education and Psychology

Annual Report 1997

Editor
Jan Andersson

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Department of Education and Psychology

Annual Report 1997

Editor

Jan Andersson

Linköpings universitet
Department of Education and Psychology
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Sweden

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ANNUAL REPORT 1997

This Annual Report presents the bibliography of the research reported from the Department of Education and Psychology, Linköping University, Sweden, during 1997.

The report consists of two major parts. Research projects and publications, lead or written by staff employed within Education, and research projects and publications, lead or written by staff employed within Psychology.

The report consists of published articles, book chapters and various forms of conference presentations.

It is organised in the following way. Projects are presented first in alphabetic order using the surname of the scientific leader as a marker. Thereafter publications are presented using the first author's name as a marker. It should be noted that the first author could be a researcher outside of the department. Projects and publications from staff employed within Education are presented first, followed by projects and publications from staff employed within Psychology.

Linköping University

Linköping University is a relatively young but rapidly expanding university. In 1997 the total number of employees was approximately 2600 with approximately 15500 students. The university consists of three faculties (Arts and Sciences, Medicine, and Technology). The Department of Education and Psychology is, of course, a part of the faculty of Arts and Sciences. The major part of the faculty has been located at the campus in Linköping, but nowadays it also includes campus Norrköping, 5 Swedish miles north east of Linköping. Campus Linköping is not only expanding in terms of number of staff members and students - new buildings were built and opened during 1997. The Department of Education and Psychology expanded into a third building as a consequence of the expansion of two study programmes (the psychology programme and the cognitive science programme).

The Department of Education and Psychology

The number of staff members is approximately 120. A major part of our undergraduate students follow a 3 to 5 year long study programme, but, quite a few follow courses on level A to D in both subjects. The department also contain Ph. D. courses in education and psychology. In 1997 completed 7 students, and successfully defended, their theses, (all 7 in education). The department is still growing since the study programmes presented above do not run with students at all levels yet. The first undergraduate students from the cognitive science programme are expected to take their exam in spring 1998. The first undergraduate students from the psychology programme are expected to take their exam in the year 2000. However, even if the department work hard with the expansion and "old" study programmes and courses on all levels, a substantial number of articles and chapters was published during 1997. As you will see, the variety of topics that was focused on at the department was great, fulfilling one of the many aims for the department.

Projects: Education

ETHICAL CONFLICTS IN INSTITUTIONAL CARE

(Etiska konflikter i tvångsvård av ungdomar)

The general purpose of the project is to explore ethical conflicts experienced by the staff at juvenile detention centers, especially ethical problems raised by the presence of constraint. Ethical dimensions in treatment of young people by force are surprisingly unexplored. The aim of the project is to find out which ethical aspects the staff perceive and how they think those ethical conflicts are to be solved. Furthermore, the research questions are focusing on the variation of the staff, concerning differences in ideas of how to handle ethical conflicts.

Staff: Gunnel Colnerud, Sylvia Otteblad

Funding agency: The National Board of Institutional Care

Key words: Institutional care, juvenile detention, ethical conflicts.

ETHICAL DILEMMAS IN PSYCHOLOGIST PROFESSION.

(Etiska dilemman i psykologers yrkesverksamhet.)

The general purpose of the project is to explore ethical dilemmas experienced by psychologists in different psychological professional practices. The study is one part of an international comparative study performed as a follow-up study similar to an American survey of the members of the American Psychologist Association by Pope & Vetter (1992). The aim is to explore the general professional ethic in psychological professional work and to study which ethical problems are specific in relation to the national context.

Staff: Gunnel Colnerud, (Georg Lindsay, Torleiv Odland, Jean Pettifor).

Funding Agency: Swedish Psychological Association, Canadian Psychological Association

Key Words: Ethical dilemmas, psychologist profession, ethical codes.

3 YEARS AFTER-WHAT TRACES ARE LEFT OF A PROJECT

(Tre år efter ett utvecklingsprojekt inom barnomsorgen)

In 1993-94 the Swedish Municipal Council ran a project with the aim of preparing pre-school teachers for the changing conditions in the public sector. Due to declining economy, many local authority councils made cuts inte the local budgets of the departments. For the departments of child care it meant larger groups of children and fewer staff. 15 work teams in 6 municipalities participated in the

project for one year. The project referred to above, was a follow up of the work teams. The aim was to inquire what traces were left of the ideas, net-works and work methods that had developed, three years after the termination and evaluation of the project.
Staff: Elinor Edvardsson Stiwne, Kjell Granström
Funding: The Swedish Municipal Council
Key words: Project, child care, work roles, organisational change

SKILL REQUIREMENTS, CONDITIONS OF LEARNING, AND HUMAN RESOURCE DEVELOPMENT IN HIGHLY AUTOMATED PROCESSING INDUSTRY

(Kvalifikationskrav, förutsättningar för lärande och personalutbildning i högt automatiserad processindustri)

The project concerns the work of operators in processing industry, the skill requirements of the work, and the constraints and opportunities for learning and skill development offered by the work environment. More specifically, the aims of the project are: (a) to develop a conceptual framework and methods for analyses of skill requirements and training needs; and (b) to conduct analyses of skill requirements, conditions of learning and constraints/ opportunities for learning and skill development in the work place. The field work is carried out at three companies, two within pulp and paper industry and one company within chemical industry.
Staff: Per-Erik Ellström (scientific leader), Bo Davidson and Per-Olof Svedin.
Funding agency: NUTEK and Swedish Council for Working Life Research
Key words: Skill requirements, learning environment, human resources development, training, processing industry.

OCCUPATIONAL ROLES, WORK AND LEARNING WITHIN HEALTH SERVICES.

(Yrkesroller, arbete och lärande inom hälso- och sjukvården.)

This project is concerned with learning activities in everyday work, for different kinds of personnel, within the health services. The main questions concern how learning is created in different communities of practice and in different health care settings, how this kind of learning is contributing to maintain or develop occupational roles, and what the conditions are for a developmental learning within everyday work. The health care service is often described in terms of institutionalised occupational roles where these roles often prevent development of health care practices and developmental learning for different kinds of personnel. Therefore it is interesting

to try to study what opportunities and what kinds of learning activities are conditions for development and change. The project is based on case studies within four different health care settings, one department of primary health care, one department of rehabilitation, one traditional medical department, and one department for intensive care. Data is collected through questionnaires, interviews and diaries with physicians, nurses and assistant nurses.
Staff: Per-Erik Ellström (scientific leader), Camilla Thunborg
Funding Agency: Swedish Council for Working Life Research.
Keywords: occupational roles, work, developmental learning, health care services.

OPERATOR WORK AND LEARNING IN HIGHLY AUTOMATED PROCESSING INDUSTRY

(Operatörers arbete och lärande inom högt automatiserad processindustri)

The project concerns the work of operators in processing industry and their opportunities for learning and skill development in the work situation. More specifically, the aim of the project is to describe and analyse how the production process in interaction with technological and organisational aspects of work determine learning opportunities, and how learning opportunities are actually utilised by the operators in their everyday work. The field work is carried out at one paper mill. The study is based on data collected through diaries and interviews with operators from four teams at four departments of the company.
Staff: Per-Erik Ellström (scientific leader) and Maria Gustavsson
Funding agency: Swedish Council for Work Life Research
Key words: processing industry, process operators, learning, skill development, work teams.

LONG-TERM EFFECTS OF WORK-BASED EDUCATION AND TRAINING IN SMEs

(Långsiktiga effekter av personalutbildning i små- och medelstora företag)

This project is a continuation of an action-research project concerning Vocational Education and Training (VET) in SMEs, funded by the National Labour Market Board. A major finding of this project was that the effects of VET in SMEs, with respect to individual learning, depended on an interaction between: (a) the training strategy, i.e. the extent to which the training was planned and carried out as an integrated part of a more comprehensive HRD-programme, including for example work rotation or the introduction of self-managing work teams; and (b) the learning environment, i.e. the extent to which work tasks have an experienced potential for work-based learning. The ongoing project is based on longitudinal case studies of four of the SMEs that participated in the previous phase of the project. The study aims at exploring, firstly, the long-term effects of HRD and VET; secondly, the nature of the firms' strategies and decisions concerning HRD and VET; thirdly, the conditions for work-based learning in different types of firms, the interaction between formal training and informal learning, and the mutual relationship between organisational change and individual learning.

Staff: Per-Erik Ellström (scientific leader) and Barbro Nilsson

Funding agency: Swedish Council for Work Life Research

Key words: SMEs, human resources development, skill formation, adult education, learning environment, training outcomes.

ENCOUNTER WITH ADULTS

(Möte med vuxna i studier)

The focus of the reseach project is teaching and education in two adult education institutes. The educational activities in the folk high schools and study circles are observed in a two part study, where the focus on the study groups decision making process, planning and execution is examined. The internal democratic process of a study group is observed as well as how the distribution of power is shaped within the group. The data in this study consists of written documents, participatory observation and interviews with students and teachers.

Staff: Per Hartman, Ali Osman

Funding Agency: The Swedish Council for Research in the Humanities and Social Sciences (HSFR Humanistisk-samhällsvetenskapliga forskningsrådet).

Key words: Popular education, power, internal democracy, decision making process.

SELF-CONCEPT AND THE ADULT WORLD - IDENTITY DEVELOPMENT DURING LATE ADOLESCENCE (16-18 YEARS).

(Självbild och vuxenvärld - om identitetsutveckling under senadolescensen 16-20 år.)

Three concepts indicate the central interest of this project; adolescents' (a) self-concepts, (b) existential questions and (c) adult-contacts. These areas will be studied by means of interviews, questionnaires and the self evaluation test Structural Analysis of Social Behavior (SASB). In addition, adults' view of adolescents and their existential questions will be examined in the form of teacher interviews. The results are expected to generate knowledge relevant in both educational contexts and youth psychiatry.

Staff: Sven G. Hartman, Björn Lyxell and Lena Adamson.

Funding Agency: The Swedish Council for Research in the Humanities and Social Sciences.

Keywords: Adolescence, identity, self-concept, existential questions, adult- contacts.

KNOWLEDGE UTILISATION IN SCHOOLS - A CONTEXTUAL AND INFORMAL PERSPECTIVE ON LOCAL ACTOR UTILISATION PROCESSES.

(Forsknings- och kunskapsanvändning inom skolområdet.)

Studies of knowledge use from the teachers and school leaders' point of view. Is ordinary- or scientific knowledge used? The user is seen as an autonomous actor within the frames of mutual expectations and contexts and the school is looked upon as a multi-cultural unit. Institutional theory and research on school cultures are important frames of references for our analysis.

Dissertation: Robertson Hörberg, C. Teachers' knowledge utilisation in practice. A personal and contextual perspective on ordinary knowledge and research. Linköping Studies in Education and Psychology Dissertations No. 53, 1997.

Staff: Glenn Hultman (scientific leader), Cristina Hörberg.

Funding agency: The National Agency for Education.

Key Words: Knowledge utilisation, context, teacher, principal.

KNOWLEDGE NEEDS AND KNOWLEDGE USE IN SCHOOLS. THE SCHOOL AS A LEARNING CULTURE.

(Kunskapsbehov, kunskapsmassa och kunskapsutnyttjande i offentlig verksamhet. Skolan som lärande kultur.)

In this project we study schools as learning cultures and focus on the need for research in everyday work situations as well as the utilisation of research. Utilisation often occurs gradually, within an organisational-political situation. To fully understand teachers and schoolleaders as active users of knowledge, we discuss the importance of school context, educational cultures and teachers' strategies and work. We focus on everyday activities in schools in order to understand needs, everyday learning and the creation of knowledge.

Staff: Glenn Hultman and Kjell Granström (scientific leaders), Cristina Hörberg and Charlotta Einarsson.

Funding agency: The Swedish Municipal Council and The Municipal Research Council, East Sweden at Linköping University.
Key Words: Knowledge utilisation, knowledge needs, context, teacher, school.

PARTICIPATION IN ORGANISATIONS AND THE PEDAGOGICS OF CHANGE.

(Organisatorisk delaktighet vid verksamhetsförändringar i kommuner.)

The main aim of this project is to study participation processes within municipals in the region of East Sweden. We focus our study on different forms of participation at the local level i.e. managers and employees. Our theoretical frames are derived from implementation research, the front-line actor in context and the transformation of power in terms of domination or self-control.
Staff: Glenn Hultman(scientific leader), Sam Paldanius.
Funding agency: The Regional Municipal Research Council at Linköping University.
Key Words: Participation, change, power, organisation, context.

UNDERSTANDING CHANGE AND CHANGING COMPANIES. CONTEXT, ADOPTION PROCESSES AND INDUSTRIAL CULTURE.

(Förändringsarbete i små företag, Studier av förändringsprocesser, delaktighet och lärande.)

This project builds on our previous work within the HDTR-project, an action research project in companies within the plastic industry. This means that we can follow five companies for five to six years and study change processes. The aim is to increase our understanding of change and efforts to implement change. Our main effort will be on research but we keep our ambitions to work within the action research tradition. Hypotheses on change processes, pedagogical principles and relations between researcher and company are focused on and developed. Methods used are case studies, interviews, participant observations and analyses of documents. Research areas are: adult education, quality of work life, implementation and institutional theory.
Staff: Glenn Hultman (scientific leader), Alger Klasson.
Funding agency: National Institute for Working Life (former The Swedish Work Environment Fund, AMFO).
Key Words: Change, work organisation, adult education.

DEVELOPMENT OF COMPETENCE AND WORK ORGANISATION IN SMALL COMPANIES – A STUDY OF THE EU SOCIAL FUND, THE SWEDISH OBJECTIVE 4 PROGRAMME.

(Utvecklingsstöd till små företag. En studie av regionala och lokala kompetensstrategier.)

Objective 4 is the Swedish programme aimed at accelerating the process of renewal in small and medium-sized companies. Through the development of competence, which goes hand in hand with changes in working practices, the programme will improve the competitiveness of both the employees and the companies. This research project will map the process of change and analyse measures taken. Research on companies in transition.

Staff: Glenn Hultman (scientific leader), Alger Klasson and Elinor Edvardsson Stiwne (with Jonas Höög and Nils Eriksson, Department of Sociology, Umeå university).

Funding agency: Swedish Council for Work Life Research and the EU programme office.

Key Words: Change, work organisation, skills, competence, adult education.

ADULT EDUCATION OF THE UNEMPLOYED – AN EVALUATION

This project aims at describing the social construction of adult education on the local arena within a special event when more adult education is provided for the unemployed, which was a fore-runner to the Adult Education Initiative. The project is linked to a governmental bill allocating 752 million SEK extra to the education of unemployed adults in municipal adult education the year 1993/ 94. 38 municipalities have been investigated. Interviews with significant decision-makers are forming the basis for the analysis. The decision-makers interviewed were mainly heads of adult education, administrators and local politicians. Important questions of the evaluation concern how many unemployed persons have been involved, their background and the content of their education. In focus of the project are also the perspectives and circumstances behind the decisions that have been made: Who are making the decisions and how are they made? How and why are different contents of education formed? What are the factors that extend or limit the supply of adult education from the municipalities and the demand of education from the unemployed? The interviews are analysed qualitatively. Additional data used are written plans of adult education in the municipalities, official statistics concerning unemployment and statistics from the National Agency for Education.

The governmental bill gave the municipalities a fixed sum for each new unemployed person that started a full-time education (with reduction for part-time participants). We now know that 537 of 752 million SEK were used, which means that there were resources for another 9500 unemployed people in the adult education. This makes it even more interesting to understand what was limiting the supply and/or demand of adult education. The project is executed in co-operation with the University of Göteborg.

Funding: National Agency for Education.

Staff: Staffan Larsson (scientific leader, Linköping University), Per-Olof Thång (scientific leader, University of Göteborg), Per Andersson (Linköping University), Lars-Erik Olsson and Karin Wass (University of Göteborg).

Key words: adult education, social construction, unemployment, local decision-making.

THE ADULT EDUCATION INITIATIVE'S SIGNIFICANCE FOR THE PARTICIPANTS - AN INTENSIVE STUDY

(Kunskapslyftetes betydelse för deltagarna - en intensivstudie)

The project at IPP is part of a large evaluation project that also involves Göteborg University and SCB. The Intensive study is a case-study of one municipality. The focus is on the interplay between everyday learning and the Adult Education Initiative. In the first part the construction of the local Initiative is studied - it's curriculum and the selection of providers. In the next step students and teachers are interviewed around questions of learning, knowledge and how the curriculum is formed in a classroom context. Through participant observation classroom activities are followed. In a follow-up interview after students have left the Adult Education Initiative a life history interview is made with a focus on learning in education and everyday context and the interplay between these.

Staff: Staffan Larsson (scientific leader), Liselott Assarsson, Katarina Sipos-Zackrisson.

Funding: Ministry of Education

Key words: Adult education, Evaluation, Ethnography, Unemployment, Local decisionmaking, Adult learning, Curriculum, Life-long learning.

THE HIGHER EDUCATION SELECTION TEST: EFFECTS ON TEACHING AND STUDENT STRATEGIES IN ADULT EDUCATION AND SECONDARY SCHOOL. (HÖGEFFEKT)

(Högskoleprov som antagningsgrund till högskolestudier:Effekter på undervisning i gymnasieskolan och på elevers valstrategier)

The higher education scholastic aptitude test is used as an alternative to grades in the admission to higher education. Applicants to higher education can take the test even before they have finished their upper secondary school, but the test can also be taken by applicants from the municipal adult education and from folk high schools. The main purpose of the project is to study possible but unplanned effects, of the use of this test, on curriculum, teaching and study strategies in upper secondary school, municipal adult education and folk high schools. The higher education selection test is an alternative to grades as a possible way to higher education. Thus in the analyses there is a pre-understanding that strategies are related to actors views of grades, knowledge and understanding and students´ future in higher education and/or a profession. The main theoretical perspectives of the project are interactionism and Habermas´ theory of strategic and communicative action. Interviews with students, teachers and student advisors are forming the basis for the analysis. The interviews will be analysed qualitatively. The focus of the analysis contains three parts: students´ study strategies, teachers´ teaching strategies and student advisors´ advising strategies. In this way the project will produce new knowledge of how different actors in different schools relate to possible ways to higher education and/or a profession.

Staff: Staffan Larsson (scientific leader), Per Andersson

Funding Agency: the National Agency for Education.

Key words: higher education selection test, unplanned effects, interactionism, study strategies, teaching strategies, adult education, secondary school.

ENCOUNTERS BETWEEN "EDUCATIONAL PROJECTS" IN THE EVERYDAY LIFE OF POPULAR ADULT EDUCATION

(Möten mellan bildningsprojekt i folkbildningens vardag)

The purpose of the project is to analyse the processes that arise in the everyday life of the folk high school. These processes will be analysed as an encounter between students, teachers and the institution itself. These parts are exponents of different views of the meaning of studying in folk high schools - they have different "educational projects". The processes which will take place when the exponents of the different "educational projects" meet are considered to be the main aim of the analysis.The character of the "educational project" will be studied in a qualitative analysis and as a background the history of ideas will be described in connection with the "educational concept".Two folk high schools will be studied primarily in forms of participant observations and interviews. The

history of ideas will be used as an instrument to give interesting aspects on the "discourse of education". The folk high school arena is chosen on account of its high degree of freedom. Theoretically there are connections to interactionism, phenomenology and Habermas' analysis of communicative acting in this study.
Staff: Staffan Larsson, Bernt Gustavsson (scientific leaders), Rolf Berndtsson.
Funding agency: The Council for Research in the Humanities and Social Sciences.
Key words: "educational project", popular education, folk high school, interdisciplinary, history of ideas, pedagogy, qualitative analysis.

THE SOCIAL CONSTRUCTION OF ADULT EDUCATION ON THE LOCAL ARENA (SCOLAE).

(Principer bakom utbudet av vuxenutbildning)
The project aims at describing the subjective rationality among local decision-makers in their acting to form the adult education. The subjective rationality is conceived as educational views (explicit or taken-for-granted) and situational definitions (interpretations of constraints, resources etc.) that are relevant in decision making. Informants are decision makers that are interviewed. An interactionist perspective forms the theoretical basis for the project, but there are also phenomenological thoughts. It is a case-study of two municipalities in Sweden. The population in these cases have respectively a short and a long education on the average. All kinds of adult education are objects for research. The basis for decisions that influence three important questions are investigated: How much adult education exists? Who is participating? What is the content of the existing adult education? Results are analysed qualitatively.
Staff: Staffan Larsson (scientific leader), Liselott Assarsson, Eva Andersson.
Funding Agency: The National Agency for Education.
Key words: Adult Education, Decision-making, Interactionism, Qualitative analysis.

INTERCULTURAL PEDAGOGY - ANDEAN AND NORDIC RESEARCH IN POPULAR EDUCATION (1997).

Paper presented at the conference "Convergence – in knowledge, space and time" in Cartagena, Colombia, May 31- June 5, 1997. In 1997 a deeper collaboration was elaborated between the first Andean Indigenous University, the TINKU University (Bolivia,

Ecuador and Peru) and Linköping University, Sweden. When working together during the past decades Andean and Nordic popular educators and researchers have very clearly recognised the many similarities in experience, understanding and analysing tasks and forming theories. In many ways it has been fruitful to develope practice and epistemology together. The TINKU University is a higher educational system evolving from Andean identity and culture. It emerges from the multicultural diversity in the Andean countries. The history of the reality of the indigenous peoples has been multicultural, but this reality has been negated since the Columbian time. A European educational system has dominated and now the task is to create a new space for the original cultures and knowledge. Interculturality is the focus of the project. Globalisation is an important theme. Globalisation without identity can be synonymous with "masificación", homogenising and perhaps another form of totalitarianism. A continuation and development of the research is already in progress and we will thereby also identify future common educational and research fields. It is really a convergence in knowledge, space and time...
Staff: Perneman, J-E. & Cerruto, L,
Funding Agency: SIDA and Linköping University
Keywords: Identity, interculturality, consciousness, Andean and Nordic popular research and education.

THE RECEPTION OF REFUGEES BY NON-GOVERNMENTAL ORGANISATIONS IN STOCKHOLM, SWEDEN

(Frivilligorganisationernas flyktingmottagande i Stockholms kommun)

This project is an evaluation of the reception of refugees in Stockholm. It was an attempt to find new ways and develop new strategies and was carried out by five Non Governmental Organisations.
Staff: Jan-Erik Perneman (scientific leader), Leonel Cerruto, Hilda Gonzalez, Lars-Börje Jacobson.
Funding Agency: The Ministry of the Interior.
Keywords: Refugees, Non Governmental Organisations, Marginalization, Integration, Interaction, Cultural Identity, Intercultural Pedagogy.

Publications: Education

Abrandt, M. (1997) LEARNING PHYSIOTHERAPY: THE IMPACT OF FORMAL EDUCATION AND PROFESSIONAL EXPERIENCE Dissertation. Linköping Studies in Education and Psychology no 50.
(Lärande i sjukgymnastik: effekter av formell utbildning och professionell erfarenhet)

Abstract: The investigation focuses on students' ways of experiencing the concepts of *Health, Movement, Function* and *Interaction.* Two groups of physiotherapy students were interviewed on two occasions respectively. The interviews were carried out during the second and last term of the formal programme and after 18 months of professional experience. Data were analysed according to the phenomenographic approach and to the principles of contextual analysis. The most common perspectives after completing the formal education were *consistently holistic* or *mixed.* This pattern was also most common after 18 months of professional work. The subjects' ways of experiencing the interaction within a patient encounter at the end of the formal education were labelled *Mutuality, Technicalism, Authority* and *Juxtaposition.* After 18 months of experience, the *Mutuality* conception dominated.

Keywords: Physiotherapy, problem-based learning, formal education, professional experience, discourse, basic concepts, qualitative analysis, phenomenography, conceptions, contextual analysis.

Abrandt, M., Castensson, R. & Dahlgren, L.O. (1997, in press) PBL FROM THE TEACHERS' PERSPECTIVE. CONCEPTIONS OF THE TUTOR'S ROLE WITHIN PROBLEM-BASED LEARNING.
(PBL ur lärarens perspektiv. Uppfattningar av handledarrollen inom problembaserat lärande. Higher Education.)

Abstract: The aim of this study was to evaluate the implementation of PBL in environmental education from the teachers' perspective. Seven teachers were interviewed. The interviews were transcribed and subject to a qualitative analysis. The teachers conceived of the essence of PBL either from a *learning perspective* or a *teaching perspective.* Characteristic of the learning perspective is a focus on the students' learning process, while in the teaching perspective focus is on the methodological teaching aspects of PBL. There were also two different perspectives on the teacher's role as a tutor in PBL, that are categorised either as a supportive role or a directive role.

Keywords: Problem-based learning, environmental education, tutor role, perspectives, qualitative analysis, phenonomenography, conceptions

Abrandt Dahlgren, M. (1997) GOAL DOCUMENTS AS A MEANS FOR DIRECTING AUTONOMOUS LEARNING - AN ILLUSION?
(Måldokument som redskap för att styra självständigt lärande - en illusion?) In proceedings, (pp 5-8) International conference on Project Work in University Studies, Roskilde, Danmark, September 14-17 1997.

Abstract: The target of inquiry of this paper is to describe and analyse how goal documents function as help or hindrance for students' independent studies within problem-based learning. Seventeen students within a problem-based physiotherapy programme were interviewed. Data were subjected to a qualitative analysis. Students' ways of experiencing the use of goal documents in the learning process varied qualitatively, indicating that several students had difficulties in understanding the goal documents.

Keywords: Problem-based learning, goal documents, independent studies, qualitative analysis, phenomenography, conceptions.

Abrandt, M. (1997) THE IMPACT OF FORMAL EDUCATION AND PROFESSIONAL EXPERIENCE ON PHYSIOTHERAPY STUDENTS' WAYS OF EXPERIENCING THE PATIENT ENCOUNTER.
(Effekter av formell utbildning och professionell erfarenhet på sjukgymnaststuderandes uppfattningar av patientmötet). In Conway,J., Fisher, R., Sheridan-Burns, L. & Ryan, G. (Eds.), Integrity, Innovation, Integration. Research and development in problem based learning, Vol.4 (pp 15-24), The Australian Problem Based Learning Network.

Abstract: The aim of the present paper is to describe and analyse physiotherapy students' ways of experiencing the interaction within a patient encounter. Two groups of physiotherapy students were interviewed on two occasions. Data were subjected to a qualitative analysis. The analysis yielded four main categories; *Mutuality* and *Technicalism,* that denoted an integration of the communicative and problem-solving processes involved in the encounter, the former category from a patient-centred and the latter from a physiotherapist-centred perspective. *Authority* and *Juxtaposition* were categories denoting a separation of the processes, the former from a physiotherapist-centred perspective and the latter from a patient-centred perspective. The results show a trend as regards

direction of change in conceptions from separated to integrated perspectives on the communicative and problem-solving processes after the formal educational programme. After 18 months of professional experience, the *Mutuality* category dominated.

Keywords: Physiotherapy, problem-based learning, formal education, professional experience, patient encounter, problem-solving, interaction, qualitative analysis, phenomenography, conceptions, contextual analysis

Abrandt Dahlgren, M. & Dahlgren L.O. (1997) BETWEEN LEGITIMACY AND SCEPTICISM. DEVELOPMENT OF STUDENTS' CONCEPTIONS OF SCIENCE.
(Mellan legitimitet och skepticism. Utveckling av studenters uppfattningar av vetenskap.) In Conway,J., Fisher, R., Sheridan-Burns, L. & Ryan, G. (Eds.), Integrity, Innovation, Integration. Research and development in problem based learning, Vol.4 (pp 8-15), The Australian Problem Based Learning Network.

Abstract: The aim of the study is to describe and analyse how students conceive of the meaning of science as a basis for higher education, and how conceptions change during the course of a formal educational programme. A group of physiotherapy students within a PBL programme were interviewed at two occasions during their formal education; at the end of the second and last term respectively. Data were analysed qualitatively according to the phenomenographic approach. The results at the first interview occasion show that science as a basis for higher education were conceived by most of the students as teachers teaching the *authorised knowledge,* in which the students can trust. At the second interview occasion, most students had changed their conceptions of the phenomenon in to one where the students' *critical thinking* is emphasised.

Keywords: Physiotherapy, problem-based learning, formal education, qualitative analysis, phenomenography, conceptions, science, knowledge, critical thinking

Andersson, E. & Larsson, S. (1997). THE LOCAL CONSTRUCTION OF ADULT EDUCATION - THE CASE OF TROLLHÄTTAN. *(Principer bakom lokala konstruktioner av vuxenutbildning. Fallet Trollhättan. Bidrag till NFPFs jubileumskongress i Göteborg, 6 - 9 mars 1997).*

Abstract: A paper that reports preliminary findings from a case study about decision-making about adult education in a town in Sweden. The investigation is based on interviews of key decision-

makers that are involved in shaping the pattern of adult education in the town - the local adult education curriculum. The general aim is to describe the social construction of the existing adult education.
Key words: Curriculum, adult education, Life long learning, human resource development, qualitative study, local decision making.

Andersson, P. & Sjösten, N-Å. (1997) ADULT EDUCATION IN SWEDEN – RESEARCH, EDUCATION, DEVELOPMENT. AN OVERVIEW.
(Vuxenpedagogik i Sverige - forskning, utbildning, utveckling. En kartläggning. SOU 1997:120)
Abstract: This report gives an overview of adult education research and development of adult education (including education/training for adult teachers/educators) in Sweden. The overview covers adult education in a broad sense – formal adult education, popular adult education (folk high schools and study circles), labour market training, learing in working life, distance education and higher education. The main part of the overview of research is a bibliography that covers the period 1980–spring 1997. In addition to this, dissertations and other central texts are presented in short abstracts, main research findings are summarised, and some measures of the extent of adult education research in the last years are given. The overview of development/education/training presents the situation in spring 1997 in the different areas of adult education. Some recommendations are made concerning fields of research in need of higher priority and measures to take to stimulate a development of adult education in Sweden.
Key words: Adult education, research, development, education for educators, Sweden, overview.

Assarsson, L., & Edvardsson Stiwne, E. (1997). REFLECTION ALSO MEANS STRUGGLE AND AGONY. Paper presented at the international conference on Project Work in University Studies in Roskilde, September, 1997. (Published in English)
Abstract: In the paper some experiences of supervising senior students (in the study programme of Human Resource Management and Work Sciences at Linköping University) who participated in a student-tutor-student project, are discussed. Questions elaborated in the paper are "Can issues of group identity, role taking and role transitions be ignored in group based learning?" and if not "What are the consequences for the idea of learning?". Our conclusion is that learning is often described as a cognitive process that results in different levels of understanding, from surface to depth.

But learning must also be considered as a relational and referential process, which means that what you learn and how you learn are influenced by the learning context and your relations to those around you. The learning process is a "searching, challenging, agonising struggle for meaning and growth.

Key words: Supervision, tutoring, reflection, learning, group-process

Bergstedt, B. THE TEXT THAT ENLIGHTENS LIFE. Reading N F S Grundtvig's Pedagogical Writings Linköping Studies in Education and Psychology Dissertations, No. 56. ISRN LiU-STU--56--SE ISBN 91-7203-281-2.

Abstract: N F S Grundtvig, 1783-1872, was the founder of the folkhögskola, ("Folk High School", Residential colleges of general, liberal education for adolescents and adults), but he also was a pastor, a poet, and a historian. The dissertation presents an overview of Grundtvig's pedagogical thoughts, including his ideas of both the folkhögskola and a Nordic university. The dissertation's main purpose is to clarify the meaning of the concept of livsupplysning (Life enlightenment). Grundtvig's point of departure is his view that life is embedded in the spoken word of dialogues, songs, folk tales, folk songs and proverbs. What, then, constitutes a Text that Enlightens Life? What are its characteristics? What is its nature? How is it composed? On the basis of deconstructive reading, some of Grundtvig's central pedagogical texts are interpreted. The dissertation demonstrates what characterizes a Text that Enlightens Life, and how Grundtvig uses different rhetoric patterns to express what is meant by Life Enlightenment. The reading brings forward the two strategies of Reversal and Dislocation. The Reversal clarifies the three fundamental opposites Life and Death, Light and Darkness, Truth and Lie. The Dislocation strategy indicates the need to create maximal växelverkan (interaction, interchange). The outcome is a text built upon ambiguity and pluralism. These are also fundamental in Grundtvig's pedagogy, striving to engender a deep understanding of the meaning of Life Enlightenment.

Keywords: N F S Grundtvig, Life enlightenment, Spiritual force, Interaction, Pedagogical text, Deconstructive reading, Rhetoric, Folk High School, University.

Colnerud, G. (1997) **ETHICAL CONFLICTS IN TEACHING**. Teachers and teacher education, 13, 6, 627-635.
(Etiska konflikter i läraryrket.)

Abstract: This article presents findings from an empirical study of teachers' ethical conflicts in the Swedish nine-year compulsory school. The aim of the article is twofold - one is to present the results of teachers' written reports of ethical conflicts. The other is to investigate the specific conditions in teaching causing these ethical conflicts. The method used in the presented part of the study was critical incident technique. The discussion is focused on teachers' ambiguity in relation to the ethics of caring. Teachers sometimes seem to be ready to abandon the value of caring for children out of deference to the respect of grown-ups.

Key words: Teacher ethics, teacher professionalism, professional ethics, ethical conflicts.

Colnerud, G. (1997) **AN IMPOSSIBLE COMPARISON** Pedagogisk forskning 2, 2, 95-104.
(En omöjlig jämförelse)

Abstract: The aim of this article is to compare two articles, representing two totally different discourses, a cognitive one and a discourse that can be named "late teacher thinking". In fact, the comparison may seem somewhat improper and, indeed, impossible. The articles both deal with criteria of good teaching. However, they use different concepts for naming it. The differences in content and interest between the two articles and the discourses to which they belong are obvious. However, there are also a number of less obvious similarities, apart from the fact that both list what they claim are the qualities of good teaching. The conclusion reached in this article is that new criteria of ideal teaching are not needed, even if they contain important qualities which have previously been ignored, such as tact. However, denying the conflicting duties endemic in teaching can lead to blame being laid on teachers, making them feel guilty about not being good enough. Nevertheless, a vocabulary taking the contradictions in teaching into consideration is lacking.

Key words: Teacher competence, pedagogical tact, teaching expertise, teacher professionalism.

Colnerud, G. (1997) **ETHICAL DILEMMAS IN SCHOOL**. I Lärarförbundet & Lärarnas Riksförbund: Lärares yrkesetik - några artiklar.
(Etiska dilemman i skolan.)

Abstract: This article presents five categories of ethical problems experienced by teachers in Swedish compulsory school; conflicts between protecting pupils against harm and respecting the integrity of the family, problems concerning veracity and fairness, problems concerning pupils right to self-determination and conflicts caused by the claim of collegial loyalty.
Keywords: Teacher ethics, professional ethics, teaching profession.

Colnerud, G. (1997) **ETHICAL CONFLICTS IN INSTITUTIONAL CARE.** Statens Institutionsstyrelse, Rapport nr 3/97.
(Etiska konflikter inom tvångsvård av ungdomar.)
Summary: This report presents the background to and the results of a study of ethical conflicts in institutional care seen from the perspective of the staff. Most conflicts concern the respect of the integrity and the right to privacy of the clients. Others are focusing the restrictions of the individual autonomy following from the use of means of coercion. The reported study ends up in the identification of four ethical pitfalls relevant in institutional care.
Key words: Institutional care, juvenile detention, ethical conflicts.

Colnerud, G. (1997) **TEACHER ETHICS. THE ROLE OF THE RESEARCHER.** Paper presented at the International Study Association on Teacher Thinking, Kiel, October, 1997.
(Läraretik - forskarens roll.)
Abstract: This article deals with the role of the researcher in the process of developing teacher ethics. Two possible approaches are discussed - one prescriptive and one descriptive. The prescriptive role seems to be based on an assumption that teachers fail to deal with ethical issues and overstep ethical boundaries due to lack of knowledge or moral deficiencies. Consequently, the task for the researcher is to contribute to the prescription of a potentially correct ethical conduct in order to guide as well as set the limits of what is unacceptable. The descriptive role is characterised by its identifying - pointing out - and naming ethically relevant factors in everyday problems. The lack of awareness of the ethical dimensions is seen as a result of the general invisibility of ethical aspects in the school as an institution and of the endemic contradictions in the task facing teachers. The perspective is shifted from the qualities of teachers as persons to characteristics of the teaching profession. This does not release teachers from their responsibility to improve their ethical conduct in relation to pupils and parents, but the way we explain the omission of ethics in school affects the way we choose to contribute to a change. This article suggests that the

contribution of educational research should be to supply the basis for teachers' own discussions - their construction of their own ethical discourse.

Key words: Teacher ethics, normative research.

Colnerud, G. (1997) **INFRINGEMENTS IN THE CLASSROOM.** Paper presented at the XXV Congress of Nordic Society for Educational Research. March, 1997.

(Kränkningar i klassrummet.)

Abstract: This paper discusses the nature of infringements in the classroom. By analysing data from four different studies two main categories of infringements are constructed- harassing and violation of integrity. The social phenomenon of infringements is discussed in terms of power and institutional authority in contrast to professional authority.

Key words: Professional relations, professional ethics, teacher ethics.

Colnerud, G. (1997) **ETHICAL DILEMMAS OF PSYCHOLOGISTS -A SWEDISH EXAMPLE IN AN INTERNATIONAL PERSPECTIVE.** European Psychologist. 2, 2, 164-170.

(Etiska dilemman för psykologer - ett svensk exempel i internationellt perspektiv.)

Summary: A main issue in psychological practice is professional competence in dealing with ethical dilemmas. In order to investigate ethical conflicts encountered by Swedish psychologists, a study was performed in 1996. The study copies a study in 1992 carried out by the American Psychological Association (APA), which was followed by a study of members of the British Psychological Society (BPS) in 1995. The method used was the critical incident-technique, with one single question about ethically troubling or challenging situations. It is found that the predominant category among Swedish Psychologists is the same as in the two previous studies, namely conflicts about confidentiality. Although there are several similarities in the results of the studies, there are also differences found in the comparisons between the three studies. The Swedish psychologists report conflicts as regards to mentally retarded clients and their right to integrity and autonomy, while such conflicts are not reported in the APA or the British study. One controversial finding is related to reporting child abuse. Psychologists describe ethical dilemmas between following the letter of the law by reporting the suspected abuse and respecting the integrity and self-

determination of the child, who asks the psychologist not to disclose incidents of abuse.
Key words: Ethical dilemmas, professional ethics, confidentiality, abuse report.

Colnerud, G. (1997) **THE PATIENT DIED BUT WE DID NOT BREAK THE PRINCIPLE OF CONFIDENTIALITY. CONFLICTING PRINCIPLES IN PROFESSIONAL ETHICS OF PSYCHOLOGICAL PRACTICE.** Paper presented at the Fifth European Congress of Psychology, July, 1997.
(Patienten dog men vi bröt inte tystnadplikten. Konflikterande principer i psykologers yrkesetik.)
Summary: The issue of this paper is to trouble the relation between the most essential values coming to the fore in the reports on ethical dilemmas of Swedish psychologists - confidentiality and protection from harm - in theory and in practice as it is shown in an empirical study. The paper also refer the discussion to the ethical code for psychologists in Scandinavia.
Key words: Professional ethics, psychologist profession, ethical conflicts, ethical code for psychologists, confidentiality.

Edvardsson Stiwne, Elinor. (1997). CHANGE PROCESSES IN LOCAL AUTHORITY GOVERNMENTS. A STUDY OF ORGANISING AND SENSE MAKING IN TWO DEPARTMENTS.
(Förändringsprocesser i kommunal organisation. En studie av organisering och meningsskapande i två förvaltningar) Disseration published in Swedish. Linköping University: LiU-IPP-STU-52-SE.
Abstract: Planned change is exercised at different stages; planning, implementation and evaluation. The point of departure for this study is the planning stage of an organisational change in a local government. The planning stage is divided into three theoretical stages; anticipation, culmination and aftermath. The aim of the study is to inquire into how sense making processes and anticipation of the future were constructed and put into play by two groups, in two different departments during the time that the authorities were planning, communicating and deciding on a new organisation. The groups were selected on such differentiation criteria as tasks, group size, composition and localisation. One group consisted of 8 councillors at a local authority housing department. The participants were located at the town hall. The other group consisted of 25 supervisors and administrators in the department for the care of the elderly and the handicapped. The participants in the group were located in local districts. Using an interpretative approach, the data

is constantly analysed and interpreted within the theoretical frame of reference of structuration theory, theories of social identity, inter group relations and organisational communication. The results indicates that at the planning stage ideological structures are salient as they are put into play in communication and action. The conclusions point to the fact that sense making processes are contextual, grounded in identity creation and that these processes lie at the heart of how changes are anticipated and how organising strategies are being negotiated.

Edvardsson Stiwne, E. (1998). THE INNOVATORS. THREE YEARS AFTER THE DEMISE OF A PROJECT.
(Idébärarna. Tre år efter ett utvecklingsprojekt inom barnomsorgen.) Stockholm: Kommentus Förlag. (Published in Swedish).
In 1993-94 the Swedish Municipal Council ran a project with the aim of preparing pre-school teachers for the changing conditions in the public sector. Due to declining economy, many local authority councils made cuts into the local budgets of the departments. For the departments of child care it meant larger groups of children and fewer staff. 15 work teams in 6 municipalities participated in the project for one year. The project referred to above, was a follow up of the work teams. The aim was to inquire what traces were left of the ideas, net-works and work methods that had developed, three years after the termination and evaluation of the project. Some conclusions were that a) it is difficult for the staff to share experiences due to envy and departmentalisation of responsibilities; b) research based knowledge i.e. about group work and project work, are not reached to the staff; c) changes at the organisational level influence the direct work of the staff; d) the gulf between the rhetorical level of the politicians/management and the staff was huge. Traces of the project could be found in work teams who "utilised" the resources of the project to fulfil their own ideas, while the project had been more of a gilt edge in the daily routines for most of the teams who tried to adapt to the ideas of the project managers.
Key words: Project work, child care, group processes, learning

Ekholm, B. & Ellström, E. (1997). CONDITIONS OF KNOWLEDGE CREATION AND USE IN CARING - THE CASE OF HOME-HELP SERVICES Paper presented at ECER, September 1997, Frankfurt. (Published in English)
Abstract: Contrary to most research in this field this contribution focuses on the users of knowledge, rather than e.g. the knowledge

itself or the process of transmission. A point of departure for this study is to examine the relationship between care-giving's contextual and cultural situations, working conditions and care-givers' sense of competence and social identity, in order to understand their possibilities for learning, utilisation of knowledge and knowledge development in the home-service profession.The data is analysed with the purpose of clarifying the available space for and actual forms of knowledge creation and use. The result shows that learning and knowledge utilization occurs haphazardly and does not always appear to be a conscious effort. The occasion determines if knowledge exchange occurs and the forums for development and learning are absent. This lack of fora for discussing various dilemmas makes it difficult for care-givers' ideas and knowledge to be spread further.

Keywords: knowledge creation, knowledge utilisation, competence, caring, home-help service

Ekholm, B. & Ellström, E. (1997). THE SYSTEM OF BUY AND SELL IN DAY-CARE. CONSEQUENCES FOR PERSONAL, PARENTS AND CHILDREN.
(Köp-och säljsystem inom barnomsorgen. Konsekvenser för personal, föräldrar och barn.) (Published in Swedish)

Abstract: The purpose of the study is to examine a new charge system of the municipal organisation of day-care. The results are based on interviews with significant decision makers at the central municipal level, with the local staff, with day-care personnel and the parents. Four day-care centres were studied in two different municipalities. Two of the centres were situated in a district with high socio-economic standard and two of them in districts with low socio-economic standard. The results indicate that the implementation was adapted to the different conditions of different socio-economic contexts. In the centres with high standard there was greater generosity towards the parents concerning possibilities to change the time they had ordered than in the centres with low standard.

Key words: Implementation, day-care charge, municipal reforms, socio-economic level.

Ekström, J., Hult, H. & Kuyumcu, E. (1997) PRACTICAL ORIENTED BASIC ADULT EDUCATION FOR UNEMPLOYED IMMIGRANTS
(Praktiskt inriktad komvuxutbildning på grundläggande nivå för arbetslösa invandrare) Stockholms stad: Arbetsmarknads- och utbildningsförvaltningen, rapport 1997:6.)

Abstract: Evaluation of an educational project which aimed at helping unemployed immigrants to get a job. The idea was that more practical oriented and student centred education should prepare the adult learners for the job market.
Key Words: Adult education, adult basic education, unemployment, Swedish as a second language

Ellström, P.-E. (1997). LIFELONG LEARNING. ON ROUTINISATION AND RENEWAL IN WORK AND EVERY DAY LIFE.
(Att lära hela livet. Om vanetänkande och förnyelse i arbete och vardag.) In: G. H. von Wright et al (1997). Take Action! On Change, Welfare, Work, Learning, Consumption, Architecture, Design, Culture, Future. (Handla! Om förändring, välfärd, arbete, lärande, konsumtion, arkitektur, design, kultur, framtid). Stockholm: Nerenius & Santérus Förlag.
Abstract: The purpose of this article is to analyse theory and research on processes of lifelong learning in work and everyday life. The more specific aim is to outline some principles that will facilitate informal learning and competence development throughout the life cycle.
Key words: Informal learning, work organisation, competence development, adult education, lifelong learning.

Ellström, P.-E. (1997). UNDERSTANDING THE USE OF KNOWLEDGE IN PRACTICAL ACTION. Paper presented at the ECER-97 Conference, Frankfurt am Main, Germany, September, 1997.
Abstarct: The purpose of this paper is to outline a framework for studying knowledge in practical action. In contrast to much research in the field, focusing on the beliefs or knowledge of the actor, the starting-point of this paper is practical action in context. Arguing from an action theory framework, a model of action is proposed. In terms of this model, four different levels of action and knowledge use are proposed. Furthermore, some conditions of the use and creation of knowledge in practical action are discussed. In conclusion, two general perspectives on action and knowledge are formulated and discussed.
Key words: Knowledge use, practical action, cognitive-action theory.

Ellström, P.-E. (1997). THE MANY MEANINGS OF OCCUPATIONAL COMPETENCE AND QUALIFICATION. Journal of European Industrial Training, 21, 6/7, 266-274. Also published in:

W.J. Nijhof & J.N. Streumer (Eds.) (1997). Key Qualifications in Work and Education. Dordrecht: Kluwer Academic Publishers.
Abstract: Ongoing and predicted changes in working life related to, among other things, new product and process technologies, shortening product life cycles, changing production concepts and strategies of rationalisation are widely believed to put new and strong demands on the occupational competence and qualification of the work force. The aim of this paper is to outline a conceptual framework that might be used as a point of departure for theoretical and empirical analyses of the concepts of occupational competence and qualification, and of the role of HRD and VET in the formation of competencies and in the promotion of social innovation.
Key words: Occupational competence, qualification, skill.

Ellström, P.-E. (1997). OCCUPATIONAL COMPETENCE AND LEARNING IN PROCESS CONTROL. A Review of Theory and Research.
(Yrkeskompetens och lärande i processoperatörers arbete. En översikt av teori och forskning.) Linköping: CMTO och Institutionen för pedagogik och psykologi, Universitetet i Linköping,LiU-PEK-R-200.
Abstract: The purpose of this review is to present and analyze research findings from the so called DUP-programme concerning occupational competence as it applies to operators in processing industry. In the first chapter the general work situation in the processing industry is analysed and discussed. In the second chapter of the book a review of research on occupational competence and qualifications is presented. In the third chapter some conditions that are likely to facilitate informal learning in the work place are presented. In the fourth chapter research results concerning the education and training of process operators are presented. In the fifth chapter, finally, some conclusions for future research and development work in this field are presented and discussed.
Key words: Skill requirements, human resources development, learning, processing industry, process operators.

Ellström, P.E. & Nilsson, B. (1997). COMPETENCE DEVELOPMENT IN SMALL AND MEDIUM SIZED ENTERPRISES.
(Kompetensutveckling i små- och medelstora företag. En studie av förutsättningar, strategier och effekter.) Linköping: CMTO och Institutionen för pedagogik och psykologi, Universitetet i Linköping, LiU-PEK-R-199.
Abstract: The present study was carried out as part of an evaluation of a governmental programme funding work-based education and

training in enterprises. The purpose of the study was to describe and analyse the conditions and actual strategies for competence development in SMEs, and the processes and outcomes of different training efforts. The study was carried out as a series of case studies comprising seven enterprises. Data were collected mainly through interviews with representatives of the management, the local unions and the employees, documents, and a questionnaire to a sample of employees in each enterprise. One of the major findings was that the outcomes of competence development in SMEs depended, among other things, on the training strategy used. Particularly, the extent to which the training was carried out as an integrated part of a more comprehensive development programme, including for example work rotation or the introduction of self-managing work teams.
Key words: Competence development, learning environment, skill, work-based education and training, SME.

Ellström, P.-E., Gustavsson, M. & Thunborg, C. (1997). EXPLORING LEARNING AND WORK IN TIME AND SPACE. Paper presented at the International Work Shop "Knowledge Creation and Learning in the Work Place", S:t Anna Archipelago, Söderköping, Sweden, June, 1997.
Abstract: The purpose is to present and explore the relevance and power of a method for collecting and analysing data on learning and work that is based on principles and techniques developed within the field of timegeography.
Key words: Informal learning, collective learning, time-geography, paper-mill, hospital.

Gustavsson, B., Larsson, S., Rubenson K. & Sundgren, G. (1997). CIVIL SOCIETY AND SWEDISH POPULAR ADULT EDUCATION. In: Armstrong, P., Miller, N. & Zukas, M. (Eds.) Crossing borders, breaking boundaries. Proceedings of the 27:th Annual SCUTREA - Conference. Birkbeck College, University of London. 1997.
(Svensk folkbildning och det civila samhället.)
Abstract: A paper on the Swedish popular adult education tradition. It presents the tradition from several different aspects. The focus is the relationship between popular adult education and civil society.
Key words: popular adult education, civil society, history of adult education, study circles, folk high schools.

Hedin, A., Ekholm, B. & Andersson, B-E. (1997). CLIMATES IN SWEDISH DAY CARE CENTRES: CHILDREN'S BEHAVIOUR IN DIFFERING CENTRES. Journal of Research in Childhood Education, 1997, Vol.11.No.2. (Published in English.)

Abstract. This study investigated the relationship between various day care centre climates and the children's behaviour at the centres. Children and adults were observed in three types of rearing climates: future-focused, present-focused and combined, and three types of work climates: relaxed, strained and mixed. There were differences in the children's pro-social and collaborative behaviours in centres with future-focused or combined rearing climates and relaxed work climates as compared to those in centres with present-focused rearing climate and strained work climate. The implications of rearing and work climates on children's behaviour are discussed.

Key words: rearing climate, work climate, child and pro-social behaviour.

Hult, H., Larsson, S., Olsson, L-E, Mäkitalo, Å., Paldanius, S. & Thång, P.O. (1997). WHY UNEMPLOYED PARTICIPANTS DROP OUT FROM MUNICIPAL ADULT EDUCATION?

(Varför avstår arbetslösa från studieplats i kommunal vuxenutbildning?). Vuxenpedagogiska forskningsgruppen, Linköpings universitet och Kollegiet för vuxnas lärande, Göteborgs universitet. Rapport nr 1997:01, Institutionen för pedagogik, Göteborgs universitet.

Abstract: A final report on a study on unemployed persons' drop-out from municipal adult education.

Key words: Drop out, municipal adult education, adult education, unemployment, recruitment, life long learning.

Hult, H. In Rutkowiak, J. (1997) Uczenie sie od outsidera (LEARNING FROM THE OUTSIDERS)

Abstract: The book consists of two parts. The first part is an evaluation of the teacher training programme in Linköping and the second part reflects on the problem of international educational cooperation.

Key Words: Evaluation, teacher training, higher education

Hultman, G., Granström, K., Robertson Hörberg, C. & Einarsson, C. THE SCHOOL AS A LEARNING CULTURE - KNOWLEDGE NEEDS AND KNOWLEDGE USE.
(Skolan som lärande kultur - kunskapsbehov och kunskapsutnyttjande.) Linköping University, Department of Education and Psychology. In Tydén, T. (red). The Reflective Municipal. Municipals and research in collaboration. (Den reflekterande kommunen. Kommuner och forskning i samverkan). Stockholm: HLS Förlag, 1997.
Abstract. A project description of schools as learning cultures and the need for research in everyday work situations as well as the utilisation of research. Utilisation often occurs gradually, within an organisational-political situation. To fully understand teachers and schoolleaders as active users of knowledge, we discuss the importance of school context, educational cultures and teachers strategies and work. We focus on everyday activities in schools in order to understand needs, everyday learning and the creation of knowledge.
Key Words: Knowledge utilisation, school culture, context, teacher, principal.

Larsson, S. (1997) THE MEANING OF LIFE-LONG LEARNING. I: Walter, S (ed.) Globalisation, Adult education & Training. Impacts & Issues. London & New York: Zed Books. 1997, s 250 - 261.
(Om begreppet livslångt lärandes innebörd.)
Abstract: Adult education should be viewed from the perspective of how it relates to everyday learning. Some fundamental questions can be discussed in relation to this perspective. The first intention is to give the notion of everyday learning a richer meaning by relating to some theoretical positions that give importance to everyday life as a learning context. Learning is defined as "Changes in interpretations and in terms of skilful activities". The next step is to discuss the conditions for learning that different everyday life provides: Life is always situated in time and space. The conclusion is that an accelerating inequality is produced through everyday-learning. The third step is to relate this as a theme between the interaction of organised adult education and everyday learning by pointing out that adult education can challenge these inequalities. Finally, three criteria are presented for adult education to change everyday learning.
Key words: Life long learning, Adult education, Learning theory, Philosophy of education, Everyday learning, Educational equality, Phenomenology, Hermeneutics, Situated cognition, Educational quality.

Larsson, S., Andersson, E., Laginder, A-M. & Sundgren, G (1997). ON THE SIGNIFICANCE OF THE STUDY CIRCLES. Educazione comparata, Årg. 8, Nr 26/27, s. 49 - 56. Also in: Käpp, E, Pärnapuu, E (Eds.) European Integration and Active Citizenship. Tallinn: ANDRAS. 1997.
(Om studiecirklars betydelse.)
Abstract: Study circles are an important part of Nordic societies. 75% of the Swedish adult population has participated in a study circle at some time. This paper argues that one can identify a certain "grammar" that constitutes a common understanding of study circles. Another aspect is the significance of study circles. In a study of three local communities in Sweden, this aspect of study circles was empirically investigated. The significance was viewed from two perspectives: how it was conceived by the participants and the contribution study circles made to the forming of society. The empirical data was analysed qualitatively and different kinds of significances were described. The conclusion was that the variation was the most obvious characteristic, rather than one specific kind of significances.
Key words: Study circles, Popular adult education, Adult education, History of adult education, Study circles, Curriculum theory.

Larsson, S. (1997). LIFE-LONG AND LIFE-WIDE LEARNING (I: Mäkitalo, Å., Olsson, L-E (red) Vuxenpedagogik i teori och praktik. En antologi från Kommittén om ett nationellt kunskapslyft för vuxna.) SOU 1997:158. s. 41 - 54.
(Livslångt och livsvitt lärande)
Abstract: An article about the concept of life long learning. It is argued that the concept has two aspects: One is temporal - the life-long aspect. The other is referring to how many sides of life are referred to - the life-wide aspect. The argument is that a broad concept of life-long learning is needed. All aspects of life must be considered. From this starting point the relationship between adult education and everyday learning is analysed. There is also a discussion about the future arguing that the "diagnoses of society" that are made seem to be contradictory and that the general discourse on adult education seems to be one-sided.
Key words: Life long learning, Adult education, Learning theory, Everyday learning, Educational equality, Philosophy of education,

Larsson, S. (1997). THE SIGNIFICANCE OF THE STUDY CIRCLE TRADITION: PAST, PRESENT AND FUTURE. Bidrag till ESREA-konferens i Strobl: The Role of Adult Learning in Building local and Regional Communities, Bundesinstitut fur Erwachsenenbildung, Strobl, Österrike 8 - 11. 9 1997. To be printed in a collection edited by Ewa Kurantowa.(in print)
(Studiecirkeltradtionens betydelse: förr, nu och i framtiden.)
Abstract: This article gives an overview of the study circle tradition, starting with history. Some general characteristics are identified that seem to be relatively constant in spite of all the changes through history. In order to discuss the study circle tradition's possibilities in the future two diagnoses of the society are outlined. The first focuses on, among other things, technology, industry and human capital-metaphors of education. The second focuses on a society that is giving importance to identities, experiences, culture and aesthetic aspects etc. It is argued that the study circle tradition has developed a structure and content that seem to be very close to the second diagnosis - often described as post-industrial or postmodern.
Key words: Study circles, Popular adult education, History of adult education, Adult education, Post modernity.

Larsson, S. (1997) ANDERS GARPELIN: LESSON AND LIFE: HOW YOUNG PEOPLE MEET TO FORM A SCHOOL CLASS.
(Anders Garpelin: Lektionen och livet. Ett möte mellan ungdomar som tillsammans bildar en skolklass.) Recension under rubriken "Fakultetsopponenten sammanfattar". Pedagogisk Forskning i Sverige, Årg. 2, No 1, 1997, s 70 - 71.
Abstract: A presentation and a critique of a dissertation by Anders Garpelin.
Key words: Etnography, class-room interaction.

Mäkitalo, Å., Hult, H., Larsson, S., Olsson, L-E, Paldanius, S. & Thång, P.O. (1997) TO BE UNEMPLOYED OR TO PARTICIPATE IN EDUCATION? ON RECRUITMENT OF UNEMPLOYED TO MUNICIPAL ADULT EDUCATION
(Arbetslöshet eller utbildning? Om rekrytering av arbetslösa till komvux) Vuxenpedagogiska forskningsgruppen, Linköpings universitet & Kollegiet för vuxnas lärande, Göteborgs universitet. Rapport nr 1997:2, Institutionen för pedagogik, Göteborgs universitet.
Abstract: A final report from a study on the choices unemployed persons make in relation to education. The investigation is based on

a comparison between a sample of unemployed people, who have not chosen education, and a sample of participants in municipal adult education, many of whom are unemployed. Basically the analysis show that there is a difference in attitude: whether the unemployed are focused on work or education.
Key Words: Recruitment, participation, adult education, unemployment, municipal adult education, life long learning.

Mäkitalo, Å., Hult, H., Larsson, S., Olsson, L-E., Paldanius, S. & Thång P.O. (1997) UNENPLOYMENT OR EDUCATION? ON RECRUITMENT OF UNENPLOYED TO MUNICIPAL ADULT EDUCATION.
(Arbetslöshet eller utbildning? Om rekrytering av arbetslösa till komvux) Bidrag till NFPFs kongress 6-9 mars 1997 i Göteborg.
Abstract: A paper that presents the general finding from an investigation on the choices unemployment persons make. The investigation is based on a comparison between a sample of unemployed people, who have not choosen education and a sample of participants in municipal adult education, many of whom are unemployed. Basically the analysis show that there is a difference in attitude: whether the unemployed are focussed on work or education.
Key words: Recruitment, Participation, Adult education, unemployment, municipal adult education, life long learning

Perneman, J-E. & Cerruto, L, (1997) INTERCULTURAL PEDAGOGY – ANDEAN AND NORDIC RESEARCH IN POPULAR EDUCATION. Paper presented at the conference "Convergence – in knowledge, space and time" in Cartagena, Colombia, May 31- June 5, 1997.
Abstract: In 1997 a deeper collaboration was elaborated between the first Andean Indigenous University, the TINKU University (Bolivia, Ecuador and Peru) and Linköping University, Sweden. When working together during the past decades Andean and Nordic popular educators and researchers have very clearly recognised the many similarities in experience, understanding and analysing tasks and forming theories. In many ways it has been fruitful to develope practice and epistemology together. The TINKU University is a higher educational system evolving from Andean identity and culture. It emerges from the multicultural diversity in the Andean countries. The history of the reality of the indigenous peoples has been multicultural, but this reality has been negated since the Columbian time. A European educational system has dominated and now the task is to create a new space for the

original cultures and knowledge. Interculturality is the focus of the project. Globalisation is an important theme. Globalisation without identity can be synonymous with "masificación", homogenising and perhaps another form of totalitarianism.

A continuation and development of the research is already in progress and we will thereby also identify future common educational and research fields. It is really a convergence in knowledge, space and time...

Keywords: Identity, interculturality, consciousness, Andean and Nordic popular research and education.

Perneman, J-E (1997). EXPOSED MEETING – THE REFUGEE, THE NON-GOVERNMENTAL ORGANISATION AND THE FUTURE.

(*Utsatt möte – flyktingen, frivilligorganisationen och framtiden.*)

Abstract: The reception of a refugee is an exposed meeting for the refugee as well as for the receiving person or organisation. This meeting can be established in different ways. It can be a meeting characterised by dissociation, by acceptance, by respect or by interaction. The effects can be marginalisation, integration or interaction. The attitude of those who are engaged in the meeting is of crucial importance for the character of the meeting and it can be facilitated or made more difficult by the external form of the meeting. The results stress the importance to create reciprocity in the relationship between the refugee and the meeting part and between the authority and the organisation. The Non Governmental Organisations (NGOs) have great opportunities in their freedom to form the meeting in the most suitable way and to create networks and lasting contacts between people. Therefore it is important to develop a consciousness about the qualitative different ways in which the meeting can be formed and to use the unique possibilities inside the NGOs to create an interacting meeting involving flexibility and engagement.

Keywords: Refugees, Non Governmental Organisations, Marginalisation, Integration, Interaction, Cultural Identity, Intercultural Pedagogy.

Paldanius, S., Hult, H., Larsson, S., Mäkitala, Å., Olsson, L-E & Thång, P.O. (1997). HOW UNEMPLOYED PERSONS PERCEIVE OUTCOMES FROM PARTICIPATION IN MUNICIPAL ADULT EDUCATION

(*Olika betydelser av kommunal vuxenutbildning för arbetslösa*)

Vuxenpedagogiska forskningsgruppen, Linköpings universitet, Kollegiet för vuxnas lärande, Göteborgs universitet. Rapport nr 1997:3 från institutionen för pedagogik, Göteborgs universitet.

Abstract: A final report from a study on how unemployed persons perceive outcomes from participation in municipal adult education. This evaluation is based on interviews with a sample of unemployed people who participated in adult education during the school year 1993/94. The results show that unemployed participants perceived educational outcomes in a different way and that most of them were quite satisfied with the reported outcomes, although very few found a job afterwards. Many of the unemployed persons continued to study - they just moved from adult education to university.

Key words: Recruitment, participation, adult education, unemployment, municipal adult education, life long learning, employment.

Thång, P.O., Andersson, P., Hult, H., Larsson, S., Mäkitalo, Å., Olsson, L-E, Paldanius, S. & Wass, K. (1997). SUMMING UP: EXPERIENCES FROM AN EVALUATION STUDY ON ARRANGING MUNICIPAL ADULT EDUCATION FOR UNEMPLOYED PEOPLE

(Erfarenheter av utbildning för arbetslösa i kommunal vuxenutbildning) Paper presented at the conference Forskning i Norden, May 1997.

Abstract: A paper that gives a comprehensive overview of the findings in an evaluation project on an initiative that was taken to promote the involvement of unemployed in municipal adult education. The project has investigated several aspects of this initiative that was a forerunner to the larger plan "the adult education initiative", that started 1997. The results have been reported earlier in four separate reports, each based on a separate sub-project. Among the problems that were analysed were local decision-making, recruitment, drop-out and the significance participation had for unemployed persons.

Key words: Recruitment, participation, adult education, unemployment, municipal adult education, life long learning, adult education initiative, drop-out, local decision making.

Projects: Psychology

TACTILELY TRANSMITTED DIRECTIONAL INFORMATION IN THE DEAF-BLIND FROM A PERCEPTUAL AND SOCIAL PERSPECTIVE

The purpose of the project is (a) to develop a computer program for real time estimation of direction to sound sources, and (b) to investigate and compare different principles of coding for a tactile vibrator to make perception of direction possible and thereby increase the possibilities for orientation and social interaction in the deaf-blind (brief description; for further details contact, Prof. Erik Borg, Audiologiska kliniken, Regionsjukhuset, Örebro).
Staff: Erik Borg, Jerker Rönnberg
Funding agency: The Council for Social Research
Key words: The deaf-blind, tactile perception, orientation, mobility, social interaction

DECENTRALISATION AND PROFESSIONALISATION – COMPATIBLE OR INCOMPATIBLE PROCESSES?

(Demokratisering och professionalisering av skolan - motstridiga eller förenliga processer?)
The subject of this project is to investigate the contest between teachers' claim for professional autonomy and authority, on the one hand, and pupils' and parents' right to have an influence on daily work in school, on the other hand. Where is the borderline between professional decisions and such items that are negotiable? The purpose of this project is to study such processes that end in conflicts or consensus, as well as to elucidate the content and character of such questions that are possible to negotiate. The study will be carried out at schools with different degrees of parents' contributory influence, by use of questionnaires, interviews, observations and studies of documents.
Staff: Kjell Granström, Gunnel Colnerud
Funding agency: East Sweden Municipality Research Foundation.
Key words: Professionalisation, democratisation, contributory influence, parents' influence.

PREREQUISITES OF TRANSLATING PSYCHOLOGICAL KNOWLEDGE INTO PRACTICE

(Förutsättningar för att överföra psykologisk kunskap till praktiskt yrkesutövande inom skola och förskola)

The purpose of this project is to investigate purposes, strategies, processes, steps and moves that has been developed among school psychologists and pre-school psychologists in Sweden. Three forms of psychological approaches are discernible; the psychologist (a) as a collaborator; (b) as a consultant and (c) as a clinical supervisor. Each of these strategies are the subject of close analyses. Data concerning the psychologist as a collaborator is primarily collected by profound interviews. Consultant work is investigated by use of 'focus groups' as well as by tape-recordings of consultant sessions, combined with interviews. Finally, groups of teachers that are being supervised by a psychologist are tape-recorded; the participants have to answer questionnaires before and after six months of supervision intervention. Data are expected to shed some light on prerequisites and obstacles of translating psychological knowledge into practice.

Staff: Kjell Granström, Gunilla Guvå, Ingrid Hylander, Johan Näslund.

Funding agency: Swedish Council for Social Research.

Key words: School psychology, educational psychology, consultation, supervision, professional roles.

DECISION MAKING AND "GROUPTHINK" IN DIFFERENT TEAMS IN DIFFERENT ORGANISATIONS

(Beslutsfattande och irrationellt grupptänkande i autentiska grupper)

The purpose of this project is to describe and explain the collective and irrational processes that often arise in permanent work teams when they are solving problems and making decisions. This is a well-known phenomenon in management of private, public or political organisations. Janis (1971) has come to the conclusion that when groupthink appears, the decision process is marked by different features, for instance high cohesiveness and domination by a very directive leader. Important aims of this project are to study symptoms of groupthink, as well as the rise of and features of this phenomenon. The empirical study will involve different organisations, such as psychiatric teams, teacher teams and sport teams. Another purpose is to develop theoretical models and explanations within the domain of collective processes in groups.

Staff: Kjell Granström, Dan Stiwne, Michael Rosander.

Funding agency: The Council for Research in Humanity and Social Science.

Key words: Group processes, irrational processes, groupthink.

LEADERSHIP AND DYNAMICS IN CLASSROOMS

(Ledarskap och kollektiva processer i klassrummet)

In all groups composed to work together, collective processes and group dynamics will arise. The school class is no exception. However, research on such processes in classrooms is very rare, although dynamics in this context can be very vivid and sometimes destructive. The knowledge about mechanisms and forces behind these processes is rather restricted. As groups are an inescapable part of human existence, increased knowledge about these processes among teachers ought to be important.

One purpose of this project is to present a research survey of this particular research area. Another purpose is, by use of empirical studies in classrooms, to describe, explain and interpret the interactional patterns and dynamics which will arise in all classrooms. Special attention will be paid to leadership and the use of different techniques for reducing dynamics in classrooms.

Staff: Kjell Granström, Charlotta Einarsson.

Funding agency: The National Board of Education. Swedish Association of Local Authorities.

Key words: Classroom studies, peer interaction, group processes.

LOCAL BASED AND SCHOOL BASED EVALUATION

(Lokal utvärdering och uppföljning)

This is a cross national project aimed at giving a brief overview of national policies framing local evaluation in Sweden, Norway and Great Britain. The aim is also to describe and analyse what models of evaluative thinking are transmitted to the local level through political decisions and evaluation handbooks. The study includes case-studies of ten municipalities in Sweden, two in Norway and four in Great Britain. The collected material gives a valuable base for describing what mental models concerning evaluation are kept by the educational staff. Interviews and document studies are carried out at local political level and local authority. Furthermore, head-teachers and teachers are interviewed and given opportunity to demonstrate their evaluation instruments. So far, cultural differences are disclosed, between nations as well as within.

Staff: Kjell Granström, (Rolf Lander, David Hopkins, Lars Monsen)

Funding agency: The National Board of Education.

Key words: Evaluation, school development, mental models

THE TUTOR'S ROLE FOR INTERACTIONAL DYNAMICS IN TUTORIAL GROUPS.

(Basgruppshandledarens roll för samspels- och interaktionsprocesser i basgrupper.)

The purpose of this project is to scrutinise the tutor's role and its importance to interactional dynamics in tutorial groups. What does problem based learning (PBL) mean to teachers and their role in the educational system? The role for academic teachers in PBL is different in many aspects compared to a traditional teacher position. What does that imply for the teachers' professional identity? What dynamic forces are tutors exposed to and how do they handle those challenges? How does the relation between tutors and their students turn out? What kind of competence do tutors need? These are some of the research questions in focus of this project.

Staff: Eva Hammar Chiriac

Funding Agency: Linköping University, Centrum för universitetspedagogik.

Keywords: Problem based learning, tutor, tutorial groups, group processes.

COCHLEAR IMPLANTS: PSYCHOLOGICAL PREREQUISITES, SUBJECTIVE EXPERIENCE AND SOCIO-ECONOMIC CONSEQUENCES.

The purpose of the project is (a) to determine what perceptual and cognitive abilities predict a successful outcome of a cochlear implant operation, (b) to examine social consequences after an operation in the deafened adults and their closely related individuals, (c) to experimentally examine changes in the speech perception process pre- and post-operative and (d) to make multiple assessments of the effects of training with the cochlear implant over a long time period.

Staff: Björn Lyxell.

Funding agency: The Swedish Council for Social Research

Key words: Cochlear implant, cognitive abilities, social aspects, subjective experience, socio-economic consequences.

PERCEPTUAL AND COGNITIVE PROCESSES IN SPEECH PERCEPTION WITH HEARING-AIDS.

The purpose of the project is to examine the nature of speech perception with hearing-aids from a perceptual and cognitive point of view. A specific purpose is to determine cognitive differences between individuals that are reporting problems with their hearing-aids and individuals without problems.

Staff: Björn Lyxell
Funding agency: The Swedish Association of the Hard of Hearing.
Key words: Hearing-aids, cognition, information-processing.

SYNTHETIC FACES: COGNITIVE POSSIBILITIES AND LIMITATIONS FOR SPEECH UNDERSTANDING.

The purpose of the project is to study the interaction between cognitive competence, type of hearing-handicap aid (i.e., hearing-aid, vibro-tactile aid and cochlear implant) and type of vision-telephone (i.e., presentation of speaker "in vivo" versus artificial presentation).
Staff: Björn Lyxell
Funding agency: The Swedish Council for Communication Research.
Key words: Synthetic faces, hearing-devices, cognitive competence, telephone.

COMMUNICATION IN THE PROFOUNDLY HEARING IMPAIRED AND DEAF: FROM SIGNAL TO DIALOGUE.

The core of the present programme grant (for 2 x 3 years) is constituted by 11 research problems in the area of hearing-impairment and deafness. Each problem is introduced from a theoretical as well as a clinical point of view, and is concluded by a section on planned research. The application reflects a variety of perspectives and challenging handicap problems, ranging from technical and perceptual aspects of speech perception with sensory aids to sociological and socio-economic analyses of rehabilitation. Cognitive and communicative analyses represent some of the bridging problems between technical and social constraints on the consequences of impairment. Bringing all these perspectives together in one research programme - within one framework - in itself represents one new dimension in research on hearing impairment and deafness.
Staff: Jerker Rönnberg, Björn Lyxell, & Stefan Samuelsson, Department of Education & Psychology; Stig Arlinger, Birgitta Larsby, Department of Oto-Rhino-Laryngology; Per Linell, Department of Communication Studies; Jan Persson, Center for Medical Technology Assessment; Berth Danermark, Department of Social Science, the University of Örebro; Erik Borg, Department of Audiology, Medical Center Hospital, Örebro. All participating groups are also involved in the development of the Centre for Disability Research, Linköping University.

Funding agency: The Social Science Council
Key words: Communication, hearing-impairment, deafness, sensory aids, perception, cognition, social, socio-economic

TACTILE SUPPORTED SPEECHREADING IN THE DEAF AND PROFOUNDLY HEARING-IMPAIRED: PERCEPTUAL, COGNITIVE AND REHABILITATION STUDIES.

The project deals with the possibilities and limitations of improving speech communication in the deaf by evaluating the effects of tactile speechreading support. The more specific aims are: (a) to experimentally evaluate functional consequences of different kinds of tactile aids (i.e., one- or multi-channel vibrators) in situations with different attentional demands, (b) to determine what perceptual and cognitive variables predict the ability to adapt to a tactile aid, compared to, for example, a cochlear implant, and (c) to make multiple assessments of the effects of training with a tactile aid over a long time period.
Staff: Jerker Rönnberg, Björn Lyxell, and Ulf Andersson
Funding Agency: The Council for Social Research
Key words: Speechreading. tactile aids, rehabilitation

POSSIBILITIES AND LIMITATIONS OF TELEMATICS FOR DISABLED.

The present project is carried out at the Centre for Disability Research, Linköping University, and aims at charting and summarising the national as well as international behavioural science research in the area of telematics and disability. Apart from resulting in a review of the area, the project will also produce project proposals - proposals/applications that will be presented to KFB/ NUTEK.
Staff: Jerker Rönnberg, Jan Andersson
Funding Agency: KFB
Keywords: Telematics, disability, handicap

Publications: Psychology

Adamson, L., Hartman, S. G., & Lyxell, B. (1997). SELF-CONCEPT, EXISTENTIAL QUESTIONS AND ADULT CONTACTS: IDENTITY DEVELOPMENT DURING LATE ADOLESCENCE - A QUALITATIVE APPROACH Poster presented at The Fifth European Congress of Psychology Dublin 6th-11th July 1997.

Abstract: In-depth, unstructured interviews were performed with twelve adolescents (Swedish students, 16-19 years). Three sets of questions were probed; what do adolescents say on the subjects of (a) themselves, (b) their existential questions, and (c) their adult contacts. The first two questions were aimed at elucidating the actual process of identity development, the last one at factors we believe may influence this process and thus affect the result.
The results ; (a) balancing and controlling one's own needs and wishes in relation to others' is a central issue (b) existential questions mainly concern the personal future, (c) adult contacts outside the family are scarce and (d) all respondents express a need for adult contacts due to their knowledge and experience.
A structural model of identity, a content-and-time analysis of existential questions and the classification of "adult knowledge" into three categories will be presented and discussed.
Key words: Self-concept, existential questions, adult contacts, identity, late adolescence.

Adamson, L., Hartman, S.G., & Lyxell, B. (in press). ADOLESCENT IDENTITY A QUALITATIVE APPROACH: SELF-CONCEPT, EXISTENTIAL QUESTIONS AND ADULT CONTACTS. Scandinavian Journal of Psychology.

Abstract: In-depth interviews were performed with 12 adolescents (Swedish students, 16-19 years). Three questions were probed; what do adolescents say on the subjects of (a) themselves, (b) their existential questions, and (c) their adult contacts. The first two questions were aimed at elucidating the process of identity development, the last one at factors that may be influencing this process. The results showed that (a) balancing and controlling one's own needs and wishes in relation to others' was a central issue (b) existential questions mainly concerned the personal future, (c) adult contacts outside the family were scarce and (d) all respondents expressed a need for adult contacts as sources of knowledge and experience. The conclusions are that identity formation during late

adolescence consists of integrative issues where adults play a specific and important role.
Key words: adolescents, identity, self-concept, existential questions, adult contacts, interviews

Adamson, L., Hartman, S.G., & Lyxell, B. (1998). SELF-CONCEPT AND PERSONAL FUTURE IMAGES - IDENTITY DEVELOPMENT DURING LATE ADOLESCENCE. Paper presented at The 6th Biennial Conference of The European Association for Research on Adolescence. June 3 to June 7, 1998 - Budapest, Hungary.
Abstract: In this paper an overview of three studies on late adolescent identity development will be presented. The methods of investigation were questionnaires, in-depth interviews, essay writings and a personality inventory (Structural Analysis of Social Behavior; Benjamin, 1974). The results indicate that creating personal future images together with balancing one's own needs and wishes in relation to others constitute two key identity issues of late adolescence. That is, exploratory processes are aimed towards integration, rather than separation. A specific focus will be devoted to the relationship between self-concept and personal future images. The results will be discussed with respect to the question whether absence of future images can be related to the quality of the adolescent's self-concept and, to the extent to which the implications of knowledge in this field can be used in various clinical settings.
Key words: Personal future images, identity, self-concept, late adolescence.

Andersson, J., & Rönnberg, J. R. (1997). CUED MEMORY COLLABORATION: EFFECTS OF FRIENDSHIP AND TYPE OF RETRIEVAL CUE. European Journal of Cognitive Psychology, 9 (3), 273-287.
Abstract: The effects of friendship and collaboration on memory retrieval was investigated in two experiments. The negative net effect of collaboration in memory retrieval and the effect of friendship was studied within a cueing framework. The purpose of the present paper was to explicitly investigate the reduced cue specificity hypothesis. In Experiment 1 dyadic retrieval was compared to the nominal group (a pooled score from two individuals working individually). The task was to encode and retrieve 90 words individually or dyadically. The retrieval phase was supported by cues produced by others or produced by themselves (individually or dyadically). In Experiment 2 friends were compared

to non-friends in a memory retrieval task. Cues produced by a friend or a non-friend were promoting the retrieval phase. All participants retrieved *alone* in Experiment 2. The results in Experiment 1 revealed that dyadic retrieval suffered compared to nominal group retrieval and that no such discrepancies were found for retrieval with cues produced by others. In Experiment 2, friends could help each other to successful retrieval to a greater extent than non-friends, and "for others" instructions increased retrieval performance as well. These findings replicate previous studies by Andersson and Rönnberg, (1995; in press), and advance the understanding of collaborative memory, i.e., negative net effects of collaboration can be explained in terms of the reduced cue specificity hypothesis.
Keywords: Memory, collaboration and friendship

Andersson, J. & Rönnberg, J. (in press). POSSIBILITIES AND BOUNDARIES FOR TELEMATICS TO SUPPORT INDIVIDUALS WITH IMPEDED FUNCTIONS: A RESEARCH OVERVIEW.
(Telematikens möjligheter och begränsningar: En forskningsöversikt.) Financed by KFB (Kommunikationsforsknings-beredningen).
Abstract: The research overview focuses on different kinds of impairment such as: a) physical impairment, b) speech impairment, c) cognitive impairment, and d) socially and/or emotionally impairment. The four kinds of impairments were analysed from a communicative perspective. The technology for supporting physical impaired, for example, were discussed from 2 normally, high frequent situations: a) support the interaction with only one individual, b) support the interaction with more than one. The overview concludes that the group of impaired individuals was heterogeneous, not only between the four kinds of impairments, but also within each group. The interventions reported in the literature were therefore of qualitatively very different nature and it was concluded that individual, tailor-made, solutions were needed. The second conclusion that emerged was the absence of studies that focus on the impaired individual's needs and attitudes towards different technological support systems. Finally, the overview argues that the fast growing development of technology creates a potential in developing support for impaired individuals aiming at integration in society. But there is also the risk that new technology isolates the impaired individual if the implementation is not made carefully.
Keywords: Functionality, physical-, speech-, cognitive-, social/ emotional impairment

Andersson, U., & Lyxell, B. (1997). THE ROLE OF INTERNAL SPEECH IN VISUAL AND TACTILE SUPPORTED READING. Published Abstract from the Fifth European Congress of Psychology. Dublin, Ireland, July 6th-11th, 350-350.

Abstract: In two experiments the role of internal speech in visual speech reading and tactually supported speech reading in hard-of-hearing, deafened and normal hearing adults was examined. Internal speech was assessed by a large range of tests of lexical access, memory span and rhyme-judgement. The results reveal no differences between the groups as regards lexical access and memory span performance, whereas the handicap groups performed at a significantly lower level in the rhyme-judgement task. Performance in the rhyme-judgement task is further significantly correlated with performance in the visual speech reading tasks and when speech reading is supplemented with tactile support. The results are discussed with respect to (a) what aspect of internal speech is affected by a severe hearing-loss or an acquired deafness and how, and (b) the role of internal speech in visual and tactually supported speech reading.

Key words: Hearing impaired, internal speech and speech reading

Andersson, U., & Lyxell, B. (in press). PHONOLOGICAL DETERIORATION IN ADULTS WITH AN ACQUIRED SEVERE HEARING IMPAIRMENT. Scandinavian Audiology, supplement.

Abstract: This study examined the phonological processing skills in a group of adults who have acquired a severe hearing loss in adult life. The severely hearing impaired individuals performed at a significantly lower level on the rhyme judgements tasks and the letter span task, but performed on par with the control group on other cognitive tests. A correlation analysis showed that duration of hearing loss is negatively related to performance on the rhyme judgement tasks and letter span task. The results indicate that the phonological processing skills in individuals who have acquired a severe hearing loss in adult life deteriorates. The results are discussed with respect to theoretical and clinical implications.

Key words: Hearing impaired, Cognitive capacity, Phonological processing skills.

Andersson, U. & Lyxell, B. (in press). PHONOLOGICAL DETERIORATION IN ADULTS WITH AN ACQUIRED SEVERE HEARING IMPAIRMENT: A DETERIORATION IN LONG-TERM MEMORY OR WORKING MEMORY? Scandinavian Audiology.

Abstract: The purpose of the present study was to examine the phonological processing skills in individuals with an acquired severe hearing impairment. The subjects were tested on cognitive tasks that vary in demands on phonological processing. The severely hearing impaired individuals performed at a significantly lower level on the word-word rhyme judgements tasks, but performed on par with the control group on the picture-word rhyme judgements task and the lexical decision-making task. The results indicate that the phonological processing skills in individuals who have acquired a severe hearing loss in adult life deteriorate. The results are discussed with respect to theoretical and clinical implications.

Key words: Hearing impairment, Phonological deterioration

Blomberg, J., Sandell, R., Lazar, A., Carlsson, J., & Schubert, J. (1997, June). STABILITY OF THERAPEUTIC EFFECTS IN TERMS OF RELAPSE RATE IN THE STOCKHOLM OUTCOME OF PSYCHOTHERAPY AND PSYCHOANALYSIS PROJECT (STOPPP). Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.

Abstract: Effects of psychotherapy are usually defined and measured in terms of subjective well-being or some kind of psychiatric severity index at the end of, or shortly after, treatment. It is now well established that psychotherapy has positive effects on most patients and for a variety of problems, but very little is really known about the stability of these effects, especially with respect to relapse, in terms of patients seeking new or further treatment. This paper presents findings relevant to this issue. We compare patients who have been in long-term psychotherapy, psychoanalysis, or some kind of low-dose therapy. Results are clearly in favour of psychoanalysis. Not more than 15% relapsed during the three year follow-up period, as compared to 35% of the psychotherapy patients and 65% of the patients who had been in low-dose therapy. Furthermore, patients on the waiting-list for psychoanalysis were significantly and increasingly worse off during the follow-up period, as compared to those on the waiting-list for psychotherapy. The probability of seeking new treatment was associated with inferior treatment outcome and various "external" reasons for terminating treatment, such as economic reasons, or termination initiated by the therapist. Results underscore the importance of repeated long-term follow-up.

Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome; relapse

Dernevik, M. & Frodi, A. (1997) PRELIMINARY FINDINGS ON THE HCR-20 RISK ASSESSMENT IN A FORENSIC PSYCHIATRIC SETTING. Paper presented at the Division of Criminological and Legal Psychology, 7th annual conference, Cambridge. *The British Psychological Society*, Leicester.

Abstract: The purpose of this study was to establish inter-rater reliability and retrospective validity of the Historical-Clinical-Risk asesement (HCR-20). HCR-20 is an instrument for assessing risk, incorporating three different approaches to the area.

Six patients sentenced to Forensic psychiatric care for violent crimes were individually rated on the HCR-20 by 6 raters, trained in the assessment manual. The correlations between raters were in the range of .76 to .96 for the full scale. The range for the Clinical evaluation was found to be somewhat weaker (.52- .95). Overall the results indicates that the HCR-20 has a satisfactory level of reliability provided that raters are properly trained. The HCR-20 was also compared to independent ratings of past violent crimes.

The independent ratings were done by two professionals using the criminal records of the clients. These were rated in a 6 point Crime Index scale, considering criminal versatility and seriousness of violent crimes. The correlate of the Crime Index Scale and "HCR-19" was .67.

The results were discussed with respect to the usefulness of HCR-20 as a risk assessment instrument with good levels of reliability and validity.

Key words: Risk assessment, Violent crime, Disordered offenders, HCR-20, Reliability, Validity.

Einarsson, C. (1997). TEACHERS' COPING WITH THEIR PERSONAL PREFERENCES FOR DIFFERENT PUPILS IN THE CLASSROOM Paper presented at the 25th annual Congress of the Nordic Society for Educational Research, Göteborg, Sweden.

Abstract: Teachers, as professionals are permanently involved in interaction with their pupils when working in the classroom. It is assumable to predict that teachers have different preferences and feelings towards different pupils. On the other hand, in their profession teachers are taught that all pupils are of equal standing and they are not allowed to love or dislike any individual child more than the others.

The paper focuses on what different emotional labels teachers are able to put on their feelings towards different pupils and how they handle these feelings in the interaction with them. The results show that teachers put different labels of emotional feelings towards different pupils. Gender of teacher as well as gender of pupils and the age of pupils have an impact on the differences of feelings teachers have toward their pupils. This pattern is not clearly obvious in the actual interaction. This indicates that teachers are able to put their different feelings aside and partly behave as it is expected of them.

Key words: Classroom management, interaction, feelings.

Ericsson, B., & Rönnberg, J. (Eds.) (1997). READING DISABILITY AND ITS TREATMENT.

EMIR. Report # 2.

Abstract This book addresses diagnostic and descriptive issues of reading disabilities, as well as different kinds of treatment. The chapters are written by reading researchers of high international standing. The basic perspective of the book is that of reading disabilities seen from a handicap perspective, where neither diagnostic nor rehabilitative efforts seen in isolation are deemed sufficient. Instead, it is the tight coupling between the two that we seek to emphasize and develop an understanding of through this vehicle of publication. Also, it is our intention to cover various perspectives on causality of reading disability, from biologically oriented to socially determined, which link causation with effective treatment.

Key words: Reading disability, dyslexia, treatment, decoding, comprehension, phonology

Ericsson, S., & Samuelsson, S. (1997). READING ABILITY AND READING COMPREHENSION IN PATIENTS WITH ALZHEIMER'S DISEASE

(Läsning och läsförståelse hos patienter med Alzheimer's sjukdom)

Poster presented in Helsingfors at the 13th International Conference and 7th Annual European Meeting, "Alzheimer's - the blind hunter".

Abstract: Reading ability and reading comprehension were assessed in 30 subjects with dementia of Alzheimer type (DAT) and a group of 30 age-, education- and gender matched control subjects. Their task was to read single words out loud and then to select the matching picture in a set of four. For each word there was a set of pictures consisting of the target picture (e.g., apple), two pictures from the same semantic category, one visually similar (e.g., peach) and one visually different (e.g., grapes), and finally, a fourth picture which was semantically unrelated but shared visual features with the target picture (e.g., a bomb). Preliminary results demonstrate that reading ability was preserved in most DAT patients, but reading

comprehension declined progressively with increasing severity of dementia (i.e., MMT). Thus, we can conclude that reading does not deteriorate the way that is characteristic for other cognitive abilities in DAT patients. We can also conclude that semantic memory does not have to be part of the reading process.
Key words: Alzheimer's disease, neuropsychology, reading

Fredelius, G., & Sandell, R. (1997, June). PRIORITISING AMONG PATIENTS SEEKING SUBSIDISED PSYCHOTHERAPY: QUALITATIVE ANALYSES OF DECISION STYLES AND PRIORITY CRITERIA. Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.
Abstract: Prioritising patients for subsidised psychotherapy is necessary when resources are scarce. Three groups of 10 judges each, representing the professional clinical perspective, the political decision-making perspective, and the layman's perspective, respectively, were given the task to decide which of 15 patients on a waiting-list for psychotherapy they would recommend for subsidisation. Their think-aloud protocols were analysed qualitatively in two studies. (a) Two judges in each group were strategically sampled, representing typical or atypical selection patterns in their respective groups, and described in terms of their different decision styles. Judges with typical selection patterns exhibited well-structured and consistent selection strategies, whatever their criteria, whereas judges with atypical selection patterns exhibited haphazard and emotionally charged selection styles. (b) The think-aloud protocols were analysed to clarify previous statistical findings of striking between-groups differences in the weighting of patient variables as selection criteria. It was concluded that one and the same variable could be used differently by different judges to help solve the conflict over *suitability* vs. *urgency* in selecting patients for third-party-paid psychotherapy.
Keywords: Prioritisation; psychotherapy; think-aloud; qualitative analysis

Granström, K. (1997). SWEDISH CLASSROOM DURING 35 YEARS. RHETORIC AND PRACTICE.
(Svenska klassrum under 35 år. Retorik och praktik.) Kritisk Utbildningstidskrift, 83/84, 36-45.)
Abstract: The Swedish school reforms and the daily practice in Swedish classrooms are analysed and compared in this study. This comparison disclose that school reforms take place on two arenas; a rhetoric and a practical one. These plays influence each other but

are seldom the same. The rhetorical discourse is usually put forward by politicians while the daily work in classrooms is produced by the teachers. The lesson to be learned from this is that a minister, a central board or a local authority are policy makers, but as long as they do not translate their words into actions, their ideological statements will be no more than empty phrases.

Key words: School development, curriculum studies, classroom management.

Granström, K. (1997) PUPILS' PERCEIVED PERFORMANCES AND SATISFACTION AS A FUNCTION OF FRAME FACTORS IN THE CLASSROOM. Fog-rapport 35.

Abstract: Pupils' well-being and self conception, as well as their satisfaction with their own performances could certainly be related to the form of working. Teachers choose different strategies to make learning easier for their pupils. The most common strategies are lessons (governed from the teacher's desk), individual work and team work. In this study the students' satisfaction with their own performances, perception of difficulty, relationship to their class mates and general well-being was studied in different working forms as well as in small and large classes. The results disclose a great impact of teachers' educational strategies, while the number of pupils in the class seems to have no effect at all on pupils' well-being.

Key words: Classroom studies, class size, frame factors.

Granström, K. (in press). CLASSROOM MANAGEMENT IN SWEDEN: RHETORIC AND PRACTICE. In K. Shimahara (Ed.) **Classroom management: A cross-cultural perspective.** Hamden: Garland Publishing.

Abstract: This article accounts for classroom management in the Swedish school system. The review goes back to the Second World War and the national educational reforms in Sweden up to now. During these 50 years several means for classroom work have been pointed out and also applied. In this chapter these means are described and discussed. The boundaries for maintaining discipline and order in the classroom are scrutinised, as well as other means aimed at meeting the pupils' and teachers' wants and needs. The chapter ends up in some concluding remarks about what can be learned from the Swedish experiences concerning classroom management.

Key words: Classroom management, curriculum studies, group processes.

Granström, K. (in press). TEACHERS' PROFESSIONAL ROLE IS A WEAK PROTECTION AGAINST PUPILS' PROVOCATIONS
(Lærerrollen gir dårlig beskyttelse mot elevenes provokasjoner)
Bedre Skole.
Abstract: This study concerns hindrances for a professional conduct among teachers in the classroom, especially the role of the students' behaviour is put in focus. Teachers share assumptions concerning what aspects characterise a professional conduct. Teachers were asked to describe student behaviours that they perceived as disturbing in the classroom. The results disclosed that disturbing behaviour among students are likely to entice teachers to give up their professional ambitions in order to survive. The ideal role does not fit, instead teachers sometimes are forced to behave contradictory to their ideals.
Key word: Classroom management, group dynamics.

Granström, K. & Ekholm, M. (in press). PRESENT ISSUES CONCERNING EVALUATION IN AND. OF SCHOOLS. Scandinavian Journal of Educational Research.
Abstract: This study accounts for arguments and viewpoints put forward at an international conference on evaluation in and of schools. Judging from the presentations and discussions it is obvious that evaluation is primarily action not science. A lot of evaluation strategies seem to have been planned without access to theoretical analyses and tools, and have, too often, been governed solely by practical reasons. The need for distinct definitions of different types of evaluation and different organisational conditions is obvious. The discussions revealed that problems in connection with evaluation feedback, defensive processes and ethical aspects are still undeveloped areas of research. The analysis ends up in four statements about school-based evaluation that could be discussed and hopefully accepted among people interested in the field.
Key words: Evaluation, decentralisation, feedback, school system.

Granström, K. & Hammar Chiriac, E (1977). TEACHER EDUCATION AS A MODEL FOR TEACHERS' PRACTICE.
(Lärarutbildning som modell för lärararbete.) Utbildning och Demokrati
Abstract: Teacher students' daily life in the educational setting during their education is studied with reference to (a) forms of work, (b) educational content, (c) examination forms, (d) measures when failing in an examination, (e) obligatory participation and (f) measures taken in case of absenteeism. The study discloses that teacher

education offers a lot of opportunities to prepare for a future role as a teacher. However, teacher education as a model for forthcoming work in schools doesn't meet the expected ideology and content expressed in national curriculums. This is especially evident in the case of accountability and responsibility.

Key words: Teacher education, classroom studies.

Granström, K. & Rosander M. (1997). DETRIMENTAL GROUPTHINK.

(När gruppen spårar ur) Forskning och Framsteg, 32, 18-23.

Abstract: The focus of this article is to present Janis' (1982) groupthink model to readers outside the research arena. By using cases with groups that have been victims of groupthink, the antecedents and symptoms are described and put into context. Groupthink can be applied to different types of decision making groups. In this particular study a recent scandal caused by some politicians in a Swedish municipality is analysed. External or internal pressure can enforce any group to become a groupthink-group. The difficulties to influence a group operating in a groupthink position are discussed, and different approaches to intervene are described. The conclusion is, however, that it is very difficult to get a groupthink-group to regain their reason.

Key words: Group processes, irrational processes, groupthink.

Granström, K. & Stiwne, D. (in press). A BIPOLAR MODEL ON GROUPTHINK. AN EXPANSION OF JANIS'S CONCEPT GROUPTHINK. Small Group Research.

Abstract: Janis' concept groupthink has attracted researchers primarily from social psychology and from the management field. Studies produced within the psycho-dynamic domain are rare in this case. However, it is plausible that individuals united in a group will find a common level of regression when enforced by trying work conditions. Tied up in group processes they will bring their imaginations together. The pattern of these imaginations and the mode of handling them might sometimes take the figure of either a depressive *or* a paranoid groupthink position. In this study we defined five important symptoms that distinguish a depressive and an omnipotent version of groupthink. The instrument in this study was applied to two different psychiatric teams. It was found that it was possible to differentiate between different modes of groupthink in ordinary team meetings. The results suggest that Janis' concept of

groupthink could be too one-sided, not rendering full justice to the different regressive movements in a work team.
Key words: Groupthink, group dynamics, bipolar groupthink.

Granström, K. & Lander, R. (1997). DEVELOPING A ROLE FOR EVALUATION IN SWEDISH SCHOOLS - SOME PATTERNS EMERGING European Conference on Educational Research, Frankfurt am Main.
Abstract: Although there is no national policy on evaluation in Sweden, there has been increasing pressure on municipalities to carry out some form of evaluation - a pressure recently added to by the teacher unions, who want to see evaluation and quality assurance procedures at school level. This paper reports on the ways evaluation has developed within different municipalities. Drawing on data collected from political and administrative perspectives, and principal and teachers perspective in the schools, it considers how evaluation is currently regarded by the various groups. It also looks at how the findings it produces are being used within the 'system' and within schools.
Key words: Evaluation, policy making, quality assurance.

Granström, K. & Näslund, J. (1997). AUTHORITY, RESPONSIBILITY AND OWNERSHIP IN DIFFERENT FORMS OF IN-SERVICE TRAINING. European Conference on Educational Research, Frankfurt am Main.
Abstract: The purpose of this study is to describe and analyse different forms of in-service training aimed at extending school teachers' understanding of their own practice. Teachers' authority to put crucial questions, to choose perspective and to decide aspects and items on the agenda will vary as a consequence of form and content of the training activities. The main purpose of this study is to present a model useful for analysing in-service training strategies. Such a model is useful in teacher education as well as in the assignment of further education when planning new activities. It may also be useful in evaluation and interpretation of outcomes from different educational activities.
Key words: In-service training, professionalisation, knowledge use.

Granström, K. (1997). CHANGES AND NON-CHANGES OF TEACHING STYLES IN SWEDISH CLASSROOMS SINCE WORLD WAR II. PACT International Conference (The professional Action and Culture of Teaching) Oslo.

Abstract: The classroom can be seen as the educational workshop floor. The actual schoolwork is carried out in the classroom where students and teachers meet. These meetings and the schoolwork are defined by more or less firm boundaries. In Sweden, most of these boundaries have been questioned or changed since the 1960s. The reform strategies in Sweden are based on the assumption that many of the decisions which previously have been managed by a centralised rule-directed management system, now can be handled by the professional actors themselves. However, classroom research has revealed that, even if small changes are noticeable, the main pattern of classroom work is still the same as it was in the 1960s. Plausible reasons for these findings are discussed in the paper.

Key words: Classroom studies, classroom management, decentralisation.

Gustafson, S., Samuelsson, S. & Rönnberg, J. (1997) PHONOLOGICAL TRAINING AND READING SKILL: WHY DO SOME RESIST?

(Fonologisk träning och läsförmåga: Varför motstår vissa träningen?) In B. Ericson & J. Rönnberg (Eds.) Reading disability and its treatment.

Abstract: Thirty-three poor readers in grade 4 took part in a systematic and strictly phonological training program during one year. Sixteen children in grade 2 were selected as Controls. After the intervention the 33 poor readers were divided into two new groups. The 17 children who showed the most improvement in text reading skill were termed Improved readers and the remaining 16 children were termed Resistant readers. The results showed that the Improved readers improved their text reading ability just as much as the Controls, whereas Resistant readers showed very little improvement. Two significant differences were found between Improved and Resistant readers. First, Resistant readers entered the intervention with less phonological awareness. Second, for Improved readers both phonological and orthographic word decoding contributed to text reading performance, whereas Resistant readers seemed to rely only on orthographic word decoding. The study calls attention to critical individual differences among poor readers.

Key words: Phonological awareness, phonological training, word decoding strategies, individual differences

Gustafson, S., Rönnberg, J. & Samuelsson, S. (1997) VISUAL AND AUDITORY PRIMING INTERACTS WITH WORD DECODING STRATEGY

(*Visuell och auditiv priming interagerar med ordavkodningsstrategi*) Poster presented at the 25th Anniversary Conference of the British Dyslexia Association, in York 1-4 April 1997.

Abstract: Recently, Schacter et al. (1990) found support for a functional dissociation between visual and auditory priming effects in a letter-by-letter reader. Their conclusions were based on the PRS framework suggesting that visual priming is mediated by a visual word form system separate from an auditory word form system responsible for auditory priming. This paper focuses exclusively on visual and auditory priming effects exhibited by 37 poor readers (9 to 12 years old). For each subject a discrepancy score was calculated which expressed the subject's orthographic word decoding skills relative to phonological reading skill. Discrepancy scores were also computed for priming and the results revealed that children with phonological deficits showed more visual than auditory priming. The data confirm the view that implicit memory can be subdivided into perceptual subsystems, and that poor readers can be positioned on a dimension ranging from surface to phonological dyslexia.

Key words: Priming, PRS, surface dyslexia, phonological dyslexia

Hammar Chiriac, E. & Granström, K. (1997). COMPREHENSIVE TEACHER EDUCATION AS MODEL FOR ACTIVITY AS TEACHERS.

(*Grundskollärarutbildning som modell för skolverksamhet.*) [Published in Swedish] Lärarutbildningens Lilla serie Nr 13. Linköping University.

Abstract. This report discusses in what way comprehensive teacher education prepare teacher students for their future practice as teachers. This has been examined through the ideology and content expressed in forms of work, examination forms and how obligatory participation are handled at the teacher education. The aim of the study was to get a deeper understanding of how the teacher education facilitates or inhibits students' professional development and responsibility. The result discloses that the comprehensive teacher education offers several models for students' future role as teachers. However, it doesn't meet the expressed ideology and content of the national curriculum.

Keywords: Teacher education, hidden curriculum, forms of work, obligatory participation, examinations.

Hammar Chiriac, E. (1997). COMPREHENSIVE TEACHER EDUCATION AS MODEL FOR FUTURE PROFESSIONAL PRACTICE.
(Grundskollärarutbildning som modell för framtida yrkesutövning). Paper presented at the 25:th NFPF's conference at Göteborg, March 1997. [Published in Swedish]

Abstract. One important purpose with the current compulsory school is to make each pupil learn how to take responsibility for his/her own work and learning in school. The same aim is applicable for university studies. Is it possible to prepare teacher students for their future professional practice by using teacher education as a model? The focus of this paper is to present some evidence of how the comprehensive teacher education prepares students for their future professional practice as teachers with respect to responsibility and development of independence. This has been done by exploring work forms, examination forms along with how obligatory participation are handled at the teacher education and how this might effect students' development of independence.

Keywords: Teacher education, professional practice

Hammar Chiriac, E.(1997). GROUP WORK IN A TRADITIONAL HIGHER EDUCATION. Paper presented at the International Conference on Project Work in University Studies, 14-17 September 1997, Roskilde University, Denmark. [Published in English]

Abstract. Group work is used, among other forms of work in higher education, as a means for learning and for professional development. More evident than in traditional lessons and individual work, teamwork or group work entails interactional dynamics that can either facilitate or be a hindrance to learning. The processes within group work probably have a great impact on the groups' production and the quality of learning. Student groups in higher education can be seen as task-performing systems and their performance depends on aspects, such as group size, group composition, task content etc. This paper presents some results from a pilot study on group work in higher education. The main purpose is to describe the interaction and the dynamics of teamwork and to investigate if it is possible to interpret dynamics by using Steiner's (1972) theory of group processes combined with Bion's (1961) theory on work and regression in groups. The results disclose that a combination of Bion's and Steiner's theories may be one possible way to interpret

and explain group dynamics in group work and its effect on the quality of learning.

Keywords: Group work, learning, group processes and professional group

Lazar, A., Sandell, R., Blomberg, J., Broberg, J., Carlsson, J., & Schubert, J. (1997, June). EFFECTS OF LONG-TERM PSYCHOTHERAPY AND PSYCHOANALYSIS ON HEALTH CARE UTILISATION AND SICK-LEAVE IN THE STOCKHOLM OUTCOME OF PSYCHOTHERAPY AND PSYCHOANALYSIS PROJECT (STOPPP). Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.

Abstract: As part of the STOPPP, official records data on public health care utilisation and sick-leave periods reimbursed by the national health insurance system, from 1987 to 1996, were collected for all 750 patients, with the aim to cover the treatment period as well as pre- and posttreatment periods for the majority of the patients. The official records include somatic and psychiatric health care visits with MDs, psychologists, social workers and others as well as in-patient periods. Data on sick-leave periods and health care utilisation were also collected through three annual follow-up self-report questionnaires. Results from these two data sources are presented, as functions of treatment variables such as frequency and duration, therapist variables, and follow-up interval. Our conclusion is that health and health care effects of psychoanalytic psychotherapy or psychoanalysis are not easily detected in a population with initially low levels of sick-leave or health care utilisation.

Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome; health care utilisation; absenteeism

Lundquist, A., Alinder, J., Alm, H., Gerdle, B., Levander, S., & Rönnberg, J. (1997). NEUROPSYCHOLOGICAL ASPECTS OF DRIVING AFTER BRAIN LESION: SIMULATOR STUDY AND ON-ROAD DRIVING. Applied Neuropsychology, 4, 220-230.

Abstract: 29 patients with brain lesion and 29 matched controls participated in the study. The patients were socially well recovered with a high rate of employment. Compared with the controls, they performed significantly worse on a neuropsychological test battery, especially on executive and cognitive functions. Patients drove as well as controls in predictable situations in the advanced simulator used. In unpredictable situations, they demonstrated longer reaction times and safety margins, as well as difficulties in allocating

processing resources to a secondary task. The patients showed significantly less attention, worse traffic behavior, and less risk awareness when driving in real traffic. 41% of the patients did not pass the driving test. The neuropsychological test battery was factor analyzed into four factors: executive capacity, cognitive capacity, automatic attentional capacity, and simple perceptual-motor capacity. The second factor was the most significant with a simultaneous capacity test predicting driving performance with 78% confidence.

Key words: brain lesion, cognitive impairment, driving, simulator driving

Lyxell, B., Andersson, J., Andersson, U., Arlinger, S., Bredberg, G., & Harder, H. (in press). PHONOLOGICAL REPRESENTATION AND SPEECH UNDERSTANDING WITH COCHLEAR IMPLANTS IN DEAFENED ADULTS. Scandinavian Journal of Psychology.

Abstract: In the present study cognitive performance in 15 deafened adult cochlear implant candidates was examined and related to level of speech understanding after 12 months of experience with the implant. The implant group performed on par with normal hearing controls in all cognitive tasks used in the study with one exception: Performance was significantly lower in cognitive tasks where use of a phonological representation of sound is a key task-demand. Observations of the implanted individuals´ level of speech understanding indicate that only those individuals who, pre-operatively, were in possession of phonological representations comparable to that of normal hearing could follow and understand a speaker that was out of sight. The results are discussed with respect to (a) deterioration in the phonological representation of sounds as a function of absence of external auditory stimulation, and (b) the role of cognitive factors in predicting success in speech understanding with the implant.

Key words: Cognitive predictors and speech understanding

Lyxell, B., Andersson, U., Arlinger, S., Harder, H., & Rönnberg, J. (1997). PHONOLOGICAL REPRESENTATION AND SPEECH UNDERSTANDING WITH COCHLEAR IMPLANTS IN DEAFENED ADULTS. In C. Benoit and R. Campbell (eds.). Audio-visual speech processing. (pp. 45 - 48). Proceedings from AVSP ´97.

Abstract: Cognitive performance in 15 deafened adult cochlear implant candidates were examined and related to level of speech understanding after 12 months experience with the implant. The

implant group performed on par with normal hearing controls on most tasks with one exception: They performed significantly worse in cognitive tasks (i.e., rhyme-judgement and lexical decision-making tasks) where use of a phonological representation of sound is a key feature. Observations of the implanted individuals´ level of speech understanding indicates a possibility to predict the level of speech understanding by means of a pre-operative assessment of the quality of the phonological representation. The results are discussed with respect to (a) deterioration in phonological representation of sounds as a function absence of external auditory stimulation and (b) the possibility to pre-operatively predict post-operative level of speech reception performance.
Key words: Phonological representation, cochlear implants.

Lyxell, B., Rönnberg, J., Andersson, U., Andersson, J. & Samuelsson, S. (in press). WORKING MEMORY AND VISUAL SPEECH COMMUNICATION. In D. Burnham (ed.). Audio-visual speech processing. Proceedings from the AVSP ´98.
Abstract: This paper gives an overview of the research that we have carried out at Linköping University on cognitive aspects of visual speech processing. First, a cognitive, individual difference perspective on speechreading is introduced, with a specific emphasis on the cognitive architecture of speechreading skill. Second, common cognitive characteristics of exceptionally skilled speechreaders are described. In the final part, a working memory model for visual speechreading is outlined. The model includes three parts; one with amodal cognitive constraints, one with poorly specified language input, and a bottleneck between the modal and amodal parts that is constituted by a semi-abstract phonological processor.
Key words: Working memory, speech understanding, individual difference

Lyxell, B. & Andersson, U. (in press). PHONOLOGICAL CAPABILITIES AND SPEECH UNDERSTANDING. In D. Burnham (ed.). Audio-visual speech processing. Proceedings from the AVSP ´98.
Abstract: In the present article we will review results from a number of studies conducted in our laboratory where the purpose has been to examine phonological processing capabilities in deafened adults and individuals with a severe hearing-impairment, and to relate their phonological processing skills to visual and audio-visual speech understanding performance. The results show

that deafened adults and individuals with a severe hearing-impairment performs at a significantly lower level than normal hearing controls on cognitive tasks that explicitly requires phonological processing, whereas there is no differences between the groups in cognitive tasks where the requirements of such processing is less explicit. The characteristics of the individuals' phonological processing skills are further correlated with visual speechreading and speech understanding with cochlear implants. The results are discussed with respect to what factors are the cause for a deterioration in phonological processing skills and the effects on visual and audio-visual speech understanding.
Key words: Phonological deterioration, deafened adults, speech understanding

Lyxell, B. and Andersson, U. (in press). PHONOLOGICAL REPRESENTATION IN DEAFENED ADULTS: FUNCTIONAL CONSEQUENCES. Book chapter and invited paper presented at the 2nd ACFOS-conference, Paris, France.
Abstract: In the present paper we will give an overview of a number of studies where the purpose has been to examine deafened adults´ phonological representation of sounds and possible functional consequences of an imperfect phonological representation. Deafened adults´ performance on cognitive tasks that require phonological processing has been compared with that of normal hearing individuals. The results indicate that the phonological representation in deafened adults deteriorates as a function of absence of external auditory stimulation. The magnitude of the deterioration is further correlated with duration of deafness, where long duration leads to poorer performance. The quality of the deafened adults´ phonological representation is related to performance in communicative tasks such as visual speechreading tasks, tactile supported speechreading and speech understanding with cochlear implants. The results will be discussed with respect to (a) what factors cause the deterioration in the phonological representation and (b) what kind of role a phonological representation serves in speech understanding for this group of individuals.
Key words: Phonological representation, functional consequences

Lyxell, B. (in press). PHONOLOGICAL CAPABILITIES IN DEAFENED ADULTS. Audio-nytt and Social Forskning (same article, in Swedish).
Abstract. The paper gives a review of research conducted in our lab in Linköping on phonological capabilities and speech understanding.
Key words: Cognitive abilities, speech understanding

Rosander, M., Stiwne, D., & Granström, K. (in press). "BIPOLAR GROUPTHINK": ASSESSING GROUPTHINK TENDENCIES IN AUTHENTIC WORK GROUPS. Scandinavian Journal of Psychology.
Abstract: Research on regressive group processes such as Janis' (1982) "groupthink" phenomenon has rarely focused on work groups in authentic settings. In this study, teams from six different organisations (n=308) were studied by using a groupthink questionnaire constructed in accordance with the symptoms of groupthink described by Janis. It was hypothesised that groupthink could be described as a bipolar construct identifying either an omnipotent or a depressive variant of a group's delusions about its own and other groups' features. The questionnaire showed reasonably good reliability as a whole and a factor analysis identified three factors in line with the proposed theoretical model in which the two different types of groupthink can be distinguished. We propose that any group might have a tendency or predisposition to react in either of the two directions during provocative circumstances. The six different organisations exhibited different types of groupthink to a varying degree. A religious sect was the one most characterised by omnipotent groupthink, while a technological company and a psychiatric team seemed to be the ones with most features of depressive groupthink.
Keywords: Groupthink, group processes

Rönnberg , J. (in press a). WORKING MEMORY, SPEECHREADING, AND SOME APPLICATIONS TO SENSORY DEVICES. ISAC-98, Portland, Maine, USA.
Abstract: A working memory system for processing of poorly specified input is developed. The model consists of three parts: multimodal speech input, a semi-abstract phonological processor, and set of general amodal, processing and storage constraints. Systematic application of the working memory system to efficiency of tactile aid users, cochlear implant functioning, and to hearing aid

use yeields new insights into the prognostic potential of cognitive psychology in aural rehabilitation and alternative communication.
Key words: cognition, speechreading

Rönnberg, J. (in press b). VIBROTACTILE SPEECH TRACKING SUPPORT. ISAC-98, Portland, Maine, USA.
Abstract: Fourteen postlingually hearing-impaired participants took part in an intervention study on the potential benefit of three types of tactile aids (i.e., the Tactilator, Minivib 3, and the Tactaid 7). Although training by means of computerized tracking had substantial effects on speech tracking rate, no differential effects of type of aid emerged. However, a cognitive test battery revealed that training efficacy is directly dependent on the cognitive prerequisites of the individual speechreader. The speed with which an individual can make phonological judgements (i.e., rhyme judgements) and visual word decoding from lipreading proved to be critical cognitive skills. It is concluded that these skills must be further assessed and taken into account when rehabilitation/ training programs are launched.
Key words: Cognition, vibrotactile aids

Rönnberg, J. (in press c). COGNITIVE ABILITY AND COMMUNICATIVE DISABILITY. Introduction to special issue (Rönnberg J. (ed.). Scandinavian Journal of Psychology.
Abstract: In an introductory article the area of cognitive ability and communicative disability is introduced and delineated. A set of 13 chapters were included in the issue to illustrate the methodological and theoretical advances in the areas of amnesia, reading, speechreading, tactual space and speech perception, and developmental disorders. Theoretical communalities among the different subspecialities were emphasized.
Key words: Cognitive ability, communicative disability

Rönnberg, J, Andersson, J., Andersson, U., Johansson, K., Lyxell, B., & Samuelsson, S. (in press). COGNITION AS A BRIDGE BETWEEN SIGNAL AND DIALOGUE: COMMUNICATION IN THE HEARING IMPAIRED AND DEAF. Scandinavian Audiology.
Abstract: This paper gives an overview of the research we have carried out at Linköping University on cognitive aspects of visual language processing and related communicative forms. In the first section, a cognitive individual difference perspective on speechreading is introduced. In the second, compensatory perceptual mechanisms are discussed on the basis of behavioral and neuro-

physiological data. The third section addresses further the issue of perceptual vs. cognitive compensation, and, the fourth and final section applies a set of cognitive tests based on the concept of working memory to data on the successes and failures with cochlear implants, tactile aids, and hearing aids.
Key words: Cognition, speechreading, working memory

Rönnberg, J., Andersson, J., Samuelsson, S., Söderfeldt, B., Lyxell, B., & Risberg, J (in press). A SPEECHREADING EXPERT: THE CASE OF MM. Journal of Speech, Language, and Hearing Research.
Abstract: The present case-study of MM, who acquired both sign language and spoken language in her early preschool years - and then reached the normal milestones of development in each language - revealed that her speechreading expertise is associated with cognitive functions such as high working memory capacity and phonological skills. Her cognitive profile is in accord with previous case studies of extremely good speechreading skill. MM's enhanced right prefrontal/frontal cerebral blood flow activation during speechreading seems to be indicative of efficient visual scanning, but it is also possibly due to her strategy for phonological decoding of visual speech.
Keywords: Regional Cerebral Blood Flow, Expertise, Speechreading

Rönnberg, J., Andersson, U., Lyxell, B., & Spens, K-E. (in press). VIBROTACTILE SPEECH TRACKING SUPPORT: COGNITIVE PREREQUISITES. Journal of Deaf Studies and Deaf Education.
Abstract: Fourteen postlingually hearing-impaired participants took part in an intervention study on the potential benefit of three types of tactile aids (i.e., the Tactilator, Minivib 3, and the Tactaid 7). Although training by means of computerized tracking had substantial effects on speech tracking rate, no differential effects of type of aid emerged. However, a cognitive test battery revealed that training efficacy is directly dependent on the cognitive prerequisites of the individual speechreader. The speed with which an individual can make phonological judgements (i.e., rhyme judgements) and visual word decoding from lipreading proved to be critical cognitive skills. It is concluded that these skills must be further assessed and taken into account when rehabilitation/training programs are launched.
Key words: Tactual speech, cognition, phonology

Rönnberg, J., Samuelsson, S., & Lyxell, B. (in press). CONCEPTUAL CONSTRAINTS IN SPEECHREADING. In R. Campbell & B. Dodd (Eds.), Hearing by eye: Part 2. The psychology of speechreading and audiovisual speech.London: Lawrence Erlbaum.
Abstract: An implicit working memory model of conceptual constraints in speechreading is developed, presented and tested. This model in its turn is based on a previously published script-activation model of visual speechreading (Samuelsson & Rönnberg, 1993). Sentences typical of a particular script and low-frequency, F_0 supplements to speechreading both ameliorate working memory performance during speechreading. However, the proposed interaction between typicality and prosodic, F_0-type of information was absent, suggesting that typical statements do not gain in speechreadability proportionately more than atypical statement as a function of global prosodic patterning of the visual speech signal. Further studies will follow two experimental paths: (a) the nature of phonological processing in working memory during speechreading will be pinpointed by means of different types of distractors; (b) we will also seek to generalise the previous visual only script-activation model to other sensory conditions during speechreading, as the F_0-supplement did not interact with the cognitive constraints.
Key words: Speechreading, cognition, conceptual constraints

Rönnberg, J., Söderfeldt, B., & Risberg, J (in press). REGIONAL CEREBRAL BLOOD FLOW DURING SIGNED AND HEARD EPISODIC AND SEMANTIC MEMORY TASKS. Applied Neuropsychology.
Abstract: Ten deaf participants and ten normal hearing participants performed two memory tasks during which their regional cerebral blood flow (rCBF) was measured with a high-resolution system. The deaf participants solved an episodic memory (i.e., recognition of words) and a semantic memory (classification of items into categories) task presented by means of sign language; the same material was presented to the hearing participants who heard the stimulus lists. The specific hypothesis that signed episodic recognition tasks would activate posterior, right-hemisphere cortical areas was supported. Expectedly, the remaining three memory activations were mainly located in the left-hemisphere. Data from recent PET

studies suggest that one challenge for future research is to assess the relative localisation for encoding and retrieval of signed episodes.

Keywords: Regional Cerebral Blood Flow, Episodic and Semantic Memory, Speechreading

Samuelsson, S. Gustafson, S & Rönnberg, J. (1997) THE LPI-PROJECT: PHONOLOGICAL TRAINING AS AN INTERVENTION FOR POOR READERS: A LONGITUDINAL STUDY IN NORRKÖPING.

(LPI-projektet: Fonologisk träning som intervention för lässvaga: En longitudinell studie i Norrköpings kommun.) Mimer. Rapport nr 51.

Abstract: The authors, in co-operation with 11 special instruction teachers, developed a phonological training program focused on poor readers in grade 4. The training program consisted of seven different types of phonological exercises. A total of 148 children participated in this study. Thirty-three poor readers in grade 4 received instruction according to our training program and the remaining children belonged to three control groups. All children received an extensive test-battery on three occasions; before, during and after the intervention. The results showed that the Phonological training group increased their phonological awareness more than the controls. Thus, in this respect the intervention was successful. However, the enhanced phonological awareness only generalised into an improved text reading skill for those poor readers who, at least to some extent, relied on the phonological word decoding strategy.

Key words: Phonological awareness, phonological training, word decoding strategies, individual differences

Samuelsson, S. Gustafson, S & Rönnberg, J. (1997). PHONOLOGICAL TRAINING FOR UPPER-PRIMARY POOR READERS

(Fonologisk träning för elever med lässvårigheter på mellanstadiet) Socialmedicinsk tidskrift, nr 1.

Abstract: With support from the findings of the LPI-project, which was a longitudinal intervention study aimed at improving the reading skills of children in grade 4 by means of a phonological training program, it is argued that strictly phonological training is not an effective intervention for all children. Reading disabled children seem to benefit from a phonological intervention in a differentiated way. In order to benefit from a strictly phonological intervention, text reading has to be based on the phonological word

decoding strategy to some extent. It is hypothesised that children who only rely on the visual-orthographic strategy would benefit from including explicit links between phonemes and graphemes in the intervention.
Key words: Phonological training, word decoding strategies, individual differences

Sandell, R. (1997, July). LONG-TERM OUTCOMES OF PSYCHOANALYSIS IN TERMS OF SYMPTOMS, SOCIAL RELATIONS, AND EXISTENTIAL ATTITUDES. Invited paper at the 40th International Psychoanalytical Congress. Barcelona, Spain.
Abstract: Research on outcome of long-term psychotherapeutic or psychoanalytic treatment is very scarce. Questionnaire data on more than 700 persons in different stages of such treatment subsidised by the Stockholm County Council show an increasingly positive effect of treatment with length of follow-up and especially so in the psychoanalysis group. Exploring the therapeutic milieu of these treatments, therapists' and analysts' opinions on curative factors, self-evaluations of personal therapeutic style, and basic assumptions about human nature and the nature of psychotherapy were assessed by a therapist questionnaire, and three therapist clusters were identified. When these were compared in terms of their therapeutic results, eclectic types of attitudes, emphasising a supportive and friendly stance in conjunction with classical psychoanalytic views on technical neutrality and insight, were associated with positive outcomes in psychoanalysis and psychotherapy alike. In contrast, orthodox psychoanalytic attitudes, rather deemphasising support and kindness, although equally instrumental in psychoanalysis, seemed to be dysfunctional in psychotherapy.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome

Sandell, R. (1997). THE EMPIRICAL SUPPORT TO PSYCHODYNAMIC THEORIES.
(De psykodynamiska terapiernas vetenskapliga stöd.) Psykisk Hälsa, 38, 35-50.
Abstract: Neglecting its fuzzy borders, the psychodynamic perspective essentially may be identified with the basic assumptions of the psychoanalytic theories (about intentionality, unconscious processes, internal conflict, mental development, transference, etc.) Although treatment outcome studies are still few and barely convincing, extensive research based on the psychoanalytic assumptions has been able to support essential hypotheses derived from

psychoanalytic theories about, e.g., transference, therapeutic alliance, interpretation, and insight.
Keywords: Psychoanalytic theory, psychotherapy research, transference, therapeutic alliance, intepretation, insight

Sandell, R. (1997). PSYCHOTHERAPEUTIC CHANGE IS PREDICTABLE, SPONTANEOUS CHANGE IS NOT. Journal of Clinical Psychology, 53, 925-933.
Abstract: As a test of the possibility clinically to predict psychotherapy outcome for individual patients, eight psychotherapist judges rated 30 patients for suitability for psychotherapy and predicted individual outcomes of psychotherapy. Unknown to the judges, 15 of the patients had been in psychotherapy (T group), whereas the remaining 15 had not (NT group), but all patients had been rated with respect to change. The hypothesis was confirmed that judges would be able to predict change in the T group better than in the NT group, but that their suitability ratings would be equally predictive of change in the two groups. It was concluded that psychotherapeutic change was a systematic effect over and above initial status, large with some patients, small with others, but reliably so.
Keywords: Psychotherapy; outcome; prediction

Sandell, R., Blomberg, J., & Lazar, A. (1997). WHEN REALITY DOESN'T FIT THE BLUEPRINT--DOING RESEARCH ON LONG-TERM PSYCHODYNAMIC THERAPIES IN A PUBLIC HEALTH SERVICE PROGRAM. Psychotherapy Research, 7, 333-344.
Abstract: Data on the long-term outcomes of long-term psychotherapy and psychoanalysis is much needed but difficult to gather in an academic setting. A public health services project in Sweden, involving the funding of psychoanalysis and long-term psychotherapy, seemed to offer the opportunity to conduct a large-scale natural experimental study on these treatments. In this paper we describe our experiences of this project, focusing on the methodological and practical difficulties in implementing our plans, mainly as consequences of the low degree of control over group assignment. Thus, the design, when confronted with reality conditions, had to be modified to a quasi-experimental design. Despite the various problems encountered, our study has yielded valuable data on issues of psychometrics, health outcomes, comparative outcome processes and so forth. We conclude that health services projects may provide rare opportunities for conducting psychotherapy

outcome research, at the same time creating a conflict between external and internal validity.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome; public health service; validity

Sandell, R., Blomberg, J., & Lazar, A. (1997). LANGZEITWIRKUNG VON PSYCHOTHERAPIE UND PSYCHOANALYSE. In M. Leuzinger-Bohleber & U. Stuhr (Hg.), *Psychoanalysen im Rückblick. Methoden, Ergebnisse und Perspektiven der neueren Katamneseforschung* (S. 348-365). Giessen: Psychosozial-Verlag.
Abstract: Data on outcome of long-term psychotherapeutic treatment is very scarce, partly because of difficulties in implementing controlled long-term clinical trials. In this study, more than 700 persons in different stages of psychoanalysis or long-term psychotherapy subsidised by the Stockholm County Council were studied on the basis of official statistics on sick leave and health care utilisation during eight years, annual questionnaires for three years, and (in a subsample of 60 persons) personal interviews on two occasions with one year's interval. Grouping patients with respect to their main type of psychotherapy and the stage of this therapy (not yet started, ongoing, terminated), we have so far analysed the questionnaire data. These show an increasingly positive effect of treatment with length of follow-up and especially so in the psychoanalysis group. As a summarising measure of success, the rate of the "normal" response pattern on scales measuring symptoms, social adjustment, and morale increased from around 10% before *psychoanalysis* to around 70% three years after termination. Correspondingly, the rate of the normal response pattern rose from around 30% before *psychotherapy* to around 60% three years after.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome

Sandell, R., Blomberg, J., Lazar, A., Carlsson, J., Schubert, J., & Broberg, J. (1997, June). SELF-REPORTED OUTCOMES AND THEIR CLINICAL SIGNIFICANCE AFTER PSYCHOTHERAPY AND PSYCHOANALYSIS IN THE STOCKHOLM OUTCOME OF PSYCHOTHERAPY AND PSYCHOANALYSIS PROJECT (STOPPP). Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.
Abstract: More than 700 persons in different stages of psychoanalysis or long-term psychotherapy were studied on the basis of official statistics on sick leave and health care utilisation during eight years, annual questionnaires for three years, and (in a

subsample of 60 persons) personal interviews on two occasions with one year's interval. Grouping patients with respect to their main type of psychotherapy and the stage of this therapy (not yet started, ongoing, terminated), we have so far analysed self-rating data, relating to symptom load, social adjustment, and morale. These show an increasingly positive effect of treatment with length of follow-up, especially so in the psychoanalysis group and especially so for the symptom and morale scales where the psychoanalysis group asymptotically approaches the mean in a norm group of non-patients. As a summarising measure of success, the rate of the "normal" response pattern on scales measuring symptoms, social adjustment, and morale increased from around 10% before *psychoanalysis* to around 70% three years after termination. Correspondingly, the rate of the normal response pattern rose from around 30% before *psychotherapy* to around 60% three years after.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome

Sandell, R., Blomberg, J., Lazar, A., & Schubert, J. (1997, May). LONG-TERM EFFECTS OF LONG-TERM PSYCHOTHERAPY AND PSYCHOANALYSIS. Invited paper at the 25th Nordic Psychiatric Congress, Trondheim, Norway.
Abstract: Data on outcome of long-term psychotherapeutic treatment is very scarce. More than 700 persons in different stages of such treatment subsidised by the Stockholm County Council were studied on the basis of official statistics on sick leave and health care utilization during eight years, annual questionnaires for three years, and (in a subsample of 60 persons) personal interviews on two occasions with one year's interval. Grouping patients with respect to their main type of psychotherapy and the stage of this therapy (not yet started, ongoing, terminated), we have so far analysed the questionnaire data. These show an increasingly positive effect of treatment with length of follow-up and especially so in the psychoanalysis group. As a summarising measure of success, the rate of the "normal" response pattern on scales measuring symptoms, social adjustment, and morale increased from around 10% before *psychoanalysis* to around 70% three years after termination. Correspondingly, the rate of the normal response pattern rose from around 30% before *psychotherapy* to around 60% three years after.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome

Sandell, R., Blomberg, J., & Lazar, A. (in press). WIEDERHOLTE LANGZEITKATAMNESEN VON LANGZEIT-PSYCHOTHERAPIE UND PSYCHOANALYSEN. ERSTE ERGEBNISSE DES "STOCKHOLMER OUTCOME OF PSYCHOTHERAPY PROJECT (STOP)". Zeitschrift für Psychosomatische Medizin und Psychoanalyse.

Abstract: In response to the shortage of research on the effects of psychoanalysis and long-term psychotherapy, especially with long-term follow-up, this study was set up in the context of a treatment program involving the subsidisation of these treatments. An initial experimental design failed to realise due to the lack of control over patients´ actual treatments. A quasi-experimental design was implemented, where patients were grouped according to the treatments they had been able to arrange for themselves, with or without subsidisation. Results showed that psychoanalysis and long-term therapy patients had superior outcomes on measures of symptom, social maladjustment, and existential attitudes, in comparison with patients without any recent therapy or patients who had been in various kinds of low-dose therapies. During the second year of follow-up, the differentiation among the groups increased, with psychoanalysis developing in a more positive way than the other treatments.

Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome

Sandell, R., Blomberg, J., & Lazar, A. (in press). THE FACTOR STRUCTURE OF ANTONOVSKY'S SENSE OF COHERENCE SCALE. Personality and Individual Differences.

Abstract: Confirmatory and exploratory factor analyses of Antonovsky's Sense of Coherence scale (SOCS) were run on two clinical and two non-clinical Swedish samples (*N* = 915). Confirmatory factor analyses did not support the hypothesis of a single common factor measured by all SOCS items, nor the three SOC components posited by Antonovsky. Exploratory factor analysis structures were similar enough across samples to propose the existence of three more or less stable factors. Although simple structure was not obtained, the first two factors were basically equivalent to Antonovsky's meaningfulness and comprehensibility components, respectively. On the basis of the high-loading items meaningfulness was interpreted as a zest - depression dimension and comprehensibility as intolerance vs. tolerance for emotional conflict. The third factor was only distantly related to manageability, with the items involved all reflecting interpersonal trust and

mistrust. The validity of these interpretations was supported by differential correlations between these factors and the Depression, Anxiety, and Paranoia subscales of SCL-90.
Keywords: Sense of coherence; factor analysis; validity

Sandell, R., Carlsson, J., Schubert, J., Broberg, J., Lazar, A., & Blomberg, J. (1997, June). INFLUENCE OF THERAPIST FACTORS ON OUTCOMES OF LONG-TERM PSYCHOTHERAPY AND PSYCHOANALYSIS IN THE STOCKHOLM OUTCOME OF PSYCHOTHERAPY AND PSYCHOANALYSIS PROJECT (STOPPP). Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.
Abstract: A questionnaire, Therapeutic Identity (ThId), was distributed to 313 psychotherapists and psychoanalysts, with a total of 750 patients, in the STOPPP. Using their opinions on curative factors, self-evaluations of personal therapeutic style, and ratings of basic assumptions about human nature and the nature of psychotherapy, three therapist clusters were identified. These were compared in terms of their therapeutic results. Eclectic types of attitudes, emphasising a supportive and friendly stance in conjunction with classical psychoanalytic views on technical neutrality and insight, were associated with positive outcomes in psychoanalysis and psychotherapy alike. In contrast, orthodox psychoanalytic attitudes, rather deemphasising support and kindness, although equally instrumental in psychoanalysis, seemed to be dysfunctional in psychotherapy.
Keywords: Psychoanalysis; long-term psychotherapy; long-term outcome; therapist factors

Sandell, R., & Fredelius, G. (1997). PRIORITISING AMONG PATIENTS SEEKING SUBSIDISED PSYCHOTHERAPY. Psychoanalytic Psychotherapy, 11, 73-86.
Abstract: Prioritising patients for subsidised psychotherapy is necessary when resources are scarce. In this study, three groups of 10 judges each, representing the professional, clinical perspective, the political decision-making perspective, and the layman´s perspective, respectively, were given the task to decide which of 15 patients on a waiting-list for psychotherapy and psychoanalysis they would recommend for subsidisation. Statistical analyses showed similarities between the priorities of laymen and decision-makers, whereas clinicians prioritised the patients differently. The regression weights of patient variables in explaining the groups´ priorities suggest that laymen and decision-makers tend to focus on

the urgency of a case from a humanitarian point of view, whereas clinicians try to balance such considerations against the apparent suitability of the case for psychotherapeutic treatment.

Keywords: Prioritisation; psychotherapy; suitability; urgency

Sandell, R., Fredelius, G., & Schubert, J. (1997). PRIORITISATION - A CONFLICT BETWEEN INTERESTS. EMPIRICAL STUDY OF PRIORITY DECISION-MAKING IN THE HEALTH SERVICES. *(Prioritering - en konflikt mellan olika intressen. Empirisk studie av prioriteringsbeslut i vården.)* Läkartidningen, 94, 981-985.

Abstract: In an empirical study of decision-making related to the health services, three groups of judges; clinicians, politicians and executives, and laymen, were asked to establish priorities among patients seeking subsidised psychotherapy. The results show that prioritisation is a conflict of interests. Politicians and executives and laymen tend to put most weight on the urgency of a case, based on social, humanitarian and other criteria, whereas clinicians tend to attend more to the suitability of the patient from a treatment outcome prognostic point of view. A greater dispersion of priorities among the clinicians probably reflects larger differences in the combination of these two aspects.

Keywords: Prioritisation; psychotherapy; suitability; urgency

Sandell, R., Grebo, U., & Blomberg, J. (1997, June). MEASURING THE EXPERIENCE OF HAVING CHANGED IN PSYCHOTHERAPY. INTRODUCING THE CHAP SCALES. Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.

Abstract: In contrast to the conventional view of change in psychotherapy as a quantitative move from a pretherapy to a posttherapy state, CHAP conceives of therapeutic change as a qualitative posttherapeutic experience of having changed more or less radically. The manual supports ratings of change, based on an informal, though guided, nondirective follow-up interview, in the following four aspects: symptom severity and tolerance, adaptive capacity, self-insight, and basic conflicts. In addition, ratings of the possible impact of extra-therapeutic factors are used to adjust the change ratings. High inter-rater agreement is reported as well as validity data from the Stockholm Outcome of Psychotherapy and Psychoanalysis Project (STOPPP).

Keywords: Psychotherapy outcome; retrospective change; rated benefits; rating scale

Schubert, J., Sandell, R., Carlsson, J., Broberg, J., Lazar, A., & Blomberg, J. (1997, June). THERAPEUTIC ATTITUDES AND VALUES AMONG SWEDISH PSYCHOTHERAPISTS. Paper at the 28th Annual Meeting, Society for Psychotherapy Research. Geilo, Norway.

Abstract: A questionnaire, Therapeutic Identity (ThId), was distributed to a random sample of 350 licensed psychotherapists throughout Sweden. The ThId consists of seven sections, (a) professional training, (b) professional experience, (c) personal training therapy/ies), (d) theoretical orientation (5 five-step rating scales), (e) opinions on curative factors (33 Likert-type items) (f) personal therapeutic style (31 Likert-type items), (g) basic assumptions about human nature and the nature of psychotherapy (16 Osgood-type items). The results give the picture of a body of well-trained, highly experienced therapists, the vast majority of which allege to have a psychoanalytic orientation, while a minority subscribe to behavioral or cognitive orientations. When attitudes and values among the therapists were examined, large differences were found among the psychoanalytically oriented therapists. On the basis of data in the (e), (f), and (g) sections, four clusters emerged, a behavioral-cognitive one (12%), an orthodox psychoanalytical cluster (27%), and two eclectic-type clusters (34 and 27%, respectively), strongly associated with different types or sites of training.

Keywords: Psychotherapists; values; ideals; cluster analysis

Söderfeldt, B., Ingvar, M., Rönnberg, J., Eriksson, L., & Stone-Elander, S. (1997). SIGNED AND SPOKEN LANGUAGE PERCEPTION STUDIED BY POSITION EMISSION TOMOGRAPHY. Neurology, 49, 82-87.

Abstract: Sign and spoken language seem to be localised in the same brain areas. They elicit similar regional cerebral blood flow (rCBF) patterns, even though sign language is dependent on spatial information. We investigated sign and spoken language perception in a group of healthy bilinguals. Four videotaped activation conditions were used during positron emission tomography (PET) scanning: 1) sign language, 2) spoken language, 3) spoken language with mouth covered, and 4) spoken language on a sound track while showing a motionless face. Spoken language (condition 4) activated significantly the perisylvian cortex (Broadman 22/43 bilaterally). Sign language activated the visual association areas (Broadman areas 37 and 19) but did not selectively activate parietal regions. A reciprocal relationship was observed between the level of activation in visual language perception areas and that in

auditory perception areas. We conclude that when healthy bilingual subjects use the visual route for sign language perception, the functional anatomy overlaps that of language processing containing both auditory and visual components.

Key words: Positron emission tomography, language perception, sign language, deafness

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